

**Construction of Sexual Self-Image and Acquiescing to Sexual Pressure in a Sample
of College Women: A Prospective Study**

By

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Abstract

This study investigates the connections between giving in to unwanted sexual activity and self-esteem. Many college women report engaging in unwanted sexual activity (USA) because of a man's verbal pressure. There is evidence that USA relates to low self-esteem. Critiques of the concept of self-esteem have distinguished between global self-esteem and self-esteem in specific domains. According to research, global self-esteem is associated with general psychological well-being, whereas specific self-esteem is associated with actual behavior. In a sample of 141 college women, who completed a questionnaire three months apart, a measure of traumatic sexuality (often a consequence of childhood sexual abuse) at Time 1 related positively to risk of giving in to unwanted sexual activity at Time 2. General self-esteem at Time 1 did not relate to giving in to unwanted sexual activity at Time 2. Of women who experienced pressured sexual activity, lower general and sexual self-esteem scores correlated with reasons for giving in to the sexual activity related to avoiding relationship tension.

Construction of Sexual Self-Image and Acquiescing to Sexual Pressure in a Sample of
College Women:
A Prospective Study

Many college women report engaging in unwanted sexual activity because of verbal pressure (Byers & Eno, 1991; Kirkpatrick & Kanin, 1957; Koss, Gidycz, & Wisniewski, 1987; Mosher & Anderson, 1986). In a nationwide study of 3,187 college women, 25% reported unwanted sexual intercourse, and another 44% reported other unwanted sexual activities, because they were “overwhelmed by a man’s continual arguments or pressure” (Koss et al., 1987, p. 167). In a sample of 176 first-year female college students, 53% reported some form of sexual pressure ranging from being overwhelmed by a man’s arguments to being physically forced into intercourse (Forbes & Adams-Curtis, 2001). Of the entire sample, 36.9% reported unwanted kissing or petting, 9.7% reported oral or manual sex, and 11.9% reported intercourse as a result of succumbing to verbal sexual pressure.

Although pressured sexual activity is common, some women seem to be more vulnerable to it than others. Several researchers proposed certain characteristics that increase a woman’s risk for experiencing this type of sexual pressure (Craig, 1990; Koss et al., 1987). Low general self-esteem is one of these suggested factors. The purpose of the present study was to explore connections between giving in to sexual pressure and self-esteem, including both general self-esteem—a global feeling of self-worth—and sexual self-esteem—the belief that one is a worthy sexual partner.

Verbal Sexual Pressure

DeGue and DeLillo (2004) defined verbal sexual pressure as the use of lies, guilt, false promises, continual arguments, threats to the relationship, and ignoring refusals to gain sexual access to an unwilling partner. Other researchers defined verbal sexual pressure by using Koss and Oros's (1982) Sexual Experience Survey (SES), or updated versions of the SES (i.e., Koss & Gidycz, 1985; Testa, VanZile-Tamsen, Livingston, & Koss, 2004). In a sample of 1,014 women ages 18-30 who completed the SES over the telephone, 26.7% reported having experienced unwanted fondling, kissing, or sexual touching, and 18.8% reported having given in to unwanted sexual intercourse, because of such pressure (Testa et al.) Respondents were asked if they had experienced unwanted sexual activities "because you were overwhelmed by a man's continual arguments and pressure...[or] because a man used his position of authority (boss, teacher, camp counselor, supervisor) to make you (Testa et al.; p. 259).

We conceptualized verbal sexual pressure as a situation in which someone tries to obtain sexual access through arguments, threats, pouting, or begging. When the reluctant individual acquiesces to this pressure, unwanted sexual activity occurs. We defined sexual activity broadly, including kissing, fondling, genital touching, oral sex, intercourse, anal sex, or any activity that an individual considered to be sexual. For the sake of brevity, in this paper "pressured USA" will refer to incidents when the unwanted sexual activity actually occurred and not to incidents where there was pressure but no unwanted sexual activity occurred. We distinguished between unwanted sexual activity

that was *voluntary* (i.e., sexual activity that was unwanted but occurred without pressure from the partner), unwanted sexual activity that was *pressured* (i.e., sexual activity in which the woman gave in to verbal or social pressure from the partner in which she felt that she could have refused), and unwanted sexual activity that was *involuntary* (i.e., sexual activity that occurred because of physical force, in which the woman felt she had no choice).

Correlates of Acquiescing to Sexual Pressure

Several factors have been identified that distinguish women who have experienced sexual pressure from those who have not. These factors include past sexual pressure, sexual activity, alcohol use, and self-esteem. To distinguish sexual self-esteem from other factors, we investigated these suggested correlates of verbal sexual pressure.

Revictimization. The link between sexual abuse in childhood (childhood sexual abuse or CSA) and later susceptibility to pressure or assault in young adulthood has been long established through both retrospective and longitudinal studies (Adams-Curtis & Forbes, 2004; Banyard, Arnold, & Smith, 2000; Gidycz, Cable, Latham, & Layman, 1993; Himelein, 1995; Himelein, Vogel, & Wachowiak, 1994; Kalof, 2000; Koss & Dinero, 1989). One meta-analysis predicted that the relationship r^2 between CSA and adult sexual assault was .59 (Roodman & Clum, 2001). Women who have experienced CSA are more likely to engage in risky sexual behavior (Browning & Laumann, 1997; Fergusson, Horwood, & Lynskey, 1997; Van Bruggen et al., 2006), which may expose them to more opportunities for USA. Past research suggests that women who have been revictimized report more feelings of shame, powerlessness, depression, anxiety, and self-

blame than women who only experienced one victimization (Classen, Palesh, & Aggarwal, 2005). Severe mental illness also increases risk for revictimization (Classen et al., 2005). Overall, the severity of the victimization (duration, use of force, relationship) increases risk for future victimizations (Classen et al., 2005). Revictimization was also associated with greater number of partners, frequency of sexual contact, and shorter sexual relationships.

In a study of 972 female college students, women who reported adolescent rape or attempted rape (as measured by SES) were twice as likely to report later sexual pressure—both verbal sexual pressure and physical sexual pressure—than women who did not report a past rape experience (Gidycz et al., 1993). In another study, two-thirds of sexually victimized college women reported more than one victimization (Classen et al., 2005).

Past pressure may be less predictive of future pressure as time passes. In two longitudinal studies, sexual pressure during adolescence predicted acquiescing to verbal sexual pressure during college better than CSA did (Gidycz et al., 1993; Himelein et al., 1994). There is a stronger correlation between adolescent pressured USA and adult pressured USA than between CSA and adult pressured USA (Classen et al., 2005). For this reason we solicited information about sexually coercive experiences both before and after age 14.

Greater sexual experience. More sexual experience, measured both as earlier age of first intercourse and greater number of sexual partners, has been repeatedly linked to experience of sexual pressure (Abbey, Ross, McDuffie, & McAuslan, 1996; Himelein et

al., 1994; Koss & Dinero, 1989; Krahé, Scheinberger-Olwig, Waizenhöfer, & Koplin, 1999; Mayall & Gold, 1995; Merrill et al., 1999; Synovitz & Byrne, 1998; Van Bruggen, Runtz, & Kadlec, 2006). Van Bruggen et al. (2006) concluded that sexual behavior is the only factor that consistently predicts which victims of CSA will be revictimized. A study of 100 college women found that high sexual conservatism, a composite score based on attitudes towards others' sexual behavior and personal sexual experience, correlated negatively with experience of verbal sexual pressure (Himelein, 1995). Higher number of sexual partners, alcohol use, and CSA also correlated positively and significantly with later pressure, but they did not add anything unique to this model (Himelein, 1995). In Himelein's study, less sexual experience was a more powerful predictor of not giving in to sexual pressure.

In a nationwide sample of 2,723 college women, the number of sexual partners predicted severity of pressure (defined in ascending order as no pressure, verbally pressured sexual contact, verbally pressured intercourse, attempted rape, and rape), as measured by the SES (Koss & Dinero, 1989). A greater number of sexual encounters may increase the chance that a woman will eventually be sexually pressured. In our study we asked about number of consensual partners for sexual activities ranging from kissing to penile-vaginal intercourse.

Alcohol use. Alcohol use has been shown to correlate with sexually coercive situations (Abbey, 2002; Abbey et al., 1996; Adams-Curtis, & Forbes, 2004; Chermack & Giancola, 1997; Lipsey, Wilson, Cohen, & Derzon, 1997; Seto & Barbaree, 1995). In one study, 53% of perpetrators and 42% of pressured partners reported being under the

influence of alcohol during sexually coercive episodes (Koss et al., 1987). In a longitudinal study involving 93 single women (ages 20-35) with alcohol problems, such as blacking out or missing class, predicted experience of sexual pressure during the study period (Testa & Livingston, 2000). A nationwide study suggested that the extent of victims' alcohol use is related to the severity of sexual assault (Ullman, Karabatsos, & Koss, 1999). As Himelein (1994) suggested, in our study we did not solicit information about alcohol use in general, but rather alcohol and other drug use specifically in dating situations.

Low self-esteem. Several studies of the association between verbal sexual pressure and self-esteem have shown small but significant effect sizes. A study of 872 women (ages 19-22 years old) included an instrument composed of five self-esteem questions; women rated the frequency they thought items such as “feel sure of who you are” and “feel satisfied with yourself the way you are,” were true for them (Zweig et al., 1997). Participants were classified as engaging in pressured sex if their answer to “how often does it [sex] happen because you are pressured into it” was “at least once.” Women who had experienced verbal sexual pressure scored lower on self-esteem than those who endorsed “have you ever been raped” (Zweig et al., 1997). A study of 178 female first-year college students found that women who endorsed “as a child, I had low self-esteem” were more likely to have experienced verbal sexual pressure than women that did not (Forbes & Adams-Curtis, 2001). A general measure of self-esteem (the 10 item Rosenberg Self-Esteem Scale) negatively correlated with current sexual abuse, defined as

“any unwanted or coercive erotic or sexual behavior, synonymous with ‘sexual aggression’” in a study of 298 college women (Burke, Stets, & Pirog-Good, 1988).

In a sample of 320 women entering college, participants who acquiesced to sexual pressured (as measured by the SES), had lower self-esteem than women without any experience of pressured USA or women who had been violently forced into intercourse (Vogel & Himelein, 1995); women who experienced pressured, but not violent, intercourse also reported lower mood and higher social anxiety than non-pressured or violently pressured women.

General Self-Esteem: Valuable or Useless?

Self-esteem is a widely used concept, although the assumptions underlying its use are often unclear (Brown & Marshall, 2006). Self-esteem can be broadly defined as the internal belief that one is worthy or valuable (Crocker & Park, 2004) or as one’s belief in one’s overall worth. In contrast to this general concept, *specific self-esteem* has been conceptualized as the belief of one’s worth in a specific domain or situation (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995).

The utility of self-esteem has been a contentious topic in the psychological community (Swann, Chang-Schneider, & McClarty, 2007). In early research, self-esteem was regarded as a sort of panacea that would promote better well-being in almost all aspects of life (Swann et al., 2007). High general self-esteem was believed to correlate with resilience, achievement, and socially acceptable behavior (Brown & Marshall, 2006; Burns, 1979; Covington, 1992). Empirically, general self-esteem correlates only minimally to moderately with many adaptive measures, such as interpersonal success

(Baumeister, Campbell, Krueger, & Vohs, 2003; Ervin & Stryker, 2001). General self-esteem has not been shown to be a strong predictor of any specific behavior (Ervin & Stryker, 2001), although in an international study, it correlated .68 with life satisfaction (Diener & Diener, 1995). The recent consensus was that effects of general self-esteem were small or inconsequential (Baumeister et al., 2003; Crocker & Park, 2004; Marsh & Craven, 2006).

Recently, Swann et al. (2007) suggested that the best way to enhance the predictive power of self-esteem was to measure specific aspects of self-views rather than general self-esteem (Crocker & Wolfe, 2001; Kernis, 2003; Marsh, 1990; Pelham, 1995; Pelham & Swann, 1989; Tatarodi & Swann, 2001; for a review see Marsh & Craven, 2006). A principle borrowed from the attitude and trait literature, which can be applied to self-esteem research, is specificity matching: The specificity of the measure should match the specificity of the intended predictor for the strongest model. General self-esteem is associated with psychological well-being, and specific self-esteem is associated with behavior (Rosenberg et al., 1995). General self-esteem weakly predicts specific outcomes but forecasts global outcomes with much more precision (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; Trzesniewski et al., 2006; Swann et al., 2007). For example, a specific self-concept measure explained 97% of the variance in psychological disorders compared with 3% for general self-esteem (Ervin & Stryker, 2001; Marsh, Parada, & Ayott, 2004). Thus, the relatively weak associations between general self-esteem and experiences of pressure may be explained by the lack of specificity of the self-esteem measure. A more specific measure of self-esteem pertaining to the sexual

arena may have greater predictive power for the specific experience of giving in to sexual pressure.

Studies on academic self-esteem provide an illustration of this principle. A recent meta-analysis reported that academic performance is predicted more effectively by academic self-esteem than by general self-esteem (Marsh & Craven, 2006). Self-esteem involving a particular academic domain rather than self-esteem regarding academic performance in general is an even better predictor (Marsh, 1990). Specifically, math self-esteem predicts math academic performance better than general self-esteem or academic self-esteem (Marsh & Craven). Indeed, these results were duplicated in another study where a rating of academic self-esteem was related to academic achievement and attainment, but general self-esteem had almost no relation (Marsh & O'Mary, 2008).

Despite the recent thinking that general self-esteem has little predictive power, a meta-analysis of 116 studies of children and adolescents showed that programs designed to enhance self-esteem correlated with concurrent positive changes in behavioral, personality, and academic functioning (Haney & Durlak, 1998). This meta-analysis concluded that studies that found significant results used a randomized control group and involved programs that focused on self-esteem/self-concept rather than behavioral changes. These successful programs were also based on theoretical or empirical rationale (Haney & Durlak). Association is not causation, but these findings show promise that general self-esteem may be a worthwhile measure after all.

Avoiding low self-esteem may be a protective factor in overall well-being (Dubois & Flay, 2004). A review of three studies of young people reported that scores on

the Rosenberg Self Esteem Scale (RSES) were inversely related to externalizing behavioral problems, such as aggression, antisocial behavior, and delinquency. These outcomes were measured by self-report and by teacher and parent ratings (Donnellan et al., 2005). A longitudinal study of 978 New Zealanders concluded that low RSES scores in adolescence predicted poorer physical and mental health, as well as higher criminality at age 26 (Trzesniewski et al., 2006). This study used self-report, informant report, and a review of criminal records to gather data (Trzesniewski et al.). The longitudinal design suggests that lower self-esteem in adolescence correlates with life adjustment in early adulthood, but it does not prove causation. Other factors may influence the outcome of both self-esteem and adult consequences, such as life experiences, environment, or family life.

Self-esteem, although not the panacea it was once believed to be, is still relevant to psychological well-being. As previously mentioned, self-esteem may influence—and be influenced by—pressured USA. We predict that a woman who has a low self-worth would be more likely to acquiesce to sexual pressure.

Sexual self-esteem. This study focuses on sexual situations, so in accordance with the previous discussion, we measured sexual self-esteem. Mayers, Heller, and Heller (2003) defined sexual self-esteem as an individual's sense of self, including concepts of attractiveness and sexual competence. Zeanah and Schwarz (1996) defined sexual self-esteem as “a woman's affective reactions to her subjective appraisals of her sexual thoughts, feelings, and behaviors” (p. 3). They also asserted that sexual self-esteem

should be used to predict sexual behaviors, as it is more relevant and specific than general self-esteem.

Research has shown that general self-esteem and sexual self-esteem are distinct concepts (Abel, Adams, & Stevenson, 1994; Ethier et al., 2006; Oattes & Offman, 2007; Orr, Willbrandt, Brach, Rausch & Ingersoll, 1989; Robinson & Frank, 1994). In a study involving 27 men and 47 women (ages 19-46), general self-esteem and sexual self-esteem shared only 37% of the variance (Oattes & Offman, 2007). In that study, sexual self-esteem contributed uniquely to communication in sexual relationships (Oattes & Offman, 2007).

Impaired sexual self-esteem may hinder general self-esteem, life-satisfaction, and ability to develop intimate relationships (Mayers, Heller, & Heller, 2003). In a study of 402 college women, those who had experienced CSA had lower sexual self-esteem, as measured by the Sexual Self-Esteem Inventory-Women (SSEI-W; Zeanah & Schwarz, 1996), than those who did not (Van Bruggen, Runtz, & Kadles, 2006). Lower sexual self-esteem also predicted incidence of sexual assault after age 14 (Van Bruggen et al., 2006). High sexual self-esteem (measured by a modified Rosenberg Self-Esteem Scale) has been related to increased contraceptive use (Adler & Hendrick, 1991), and when measured by a scaled adapted from Offer (1969) and Marsh (1986), sexual self-esteem has been related to less risky sexual behavior (Rosenthal, Moore & Flynn, 1991). In a study of 199 college women, frequent sexual activity (but not more sexual partners) was associated with higher sexual self-esteem (measured by the SSEI-W), and experience of date rape was associated with lower sexual self-esteem (Shapiro & Chwarz, 1997).

For the purposes of the current study, we defined sexual self-esteem as a conceptualization of the self as a worthy, desired, and sexually competent sexual partner. This is a multidimensional concept including aspects of attractiveness, competence, desire, and subjective appraisals of past sexual experience. We measured sexual self-esteem by the full Sexual Self-Esteem Scale (SSES; Finkelhor, 1984). To capture different aspects of this concept, we also included scales of sexual self-image, including sexual self-image subtests from the Female Sexual Subjectivity Inventory (FSSI; Horne & Zimmer-Gembeck, 2006) and the Multidimensional Sexuality Questionnaire (MSQ; Snell, Fisher, & Walter, 1993).

We also included a related concept, traumatic sexualization. Traumatic sexualization is part of Finkelhor's theory of traumagenic dynamics, which he defines as "an experience that alters a child's cognitive or emotional orientation to the world and causes trauma by distorting the child's self concept, worldview, or affective capacities" (Finkelhor, 1988, p. 68). Traumatic sexualization results from CSA, as that experience often teaches children to use their sexuality to manipulate others, to fetishize parts of their bodies, to associate sexuality with fear, and to become confused about appropriate sexual relationships (Finkelhor, 1988). The Traumatic Sexualization Survey (TSS; Matorin & Lynn, 1998) focuses on people's use of sexuality to get their needs met (i.e., to avoid loneliness) in contrast with traditional sexual self-esteem, which has been conceptualized as one's sense of worth as a sexual partner. Traditional sexual self-esteem may not be significantly related to pressured USA, but how a woman conceptualizes and utilizes her sexuality may be important. Because past research has linked CSA to

revictimization, it seems likely that sexual attitudes consistent with traumatic sexualization could make women more vulnerable to giving in to sexual pressure.

General or Sexual Self-Esteem: Which is a Better Predictor of Pressured USA?

The connection between self-esteem and experience of verbal sexual pressure is not clearly understood. The person who is reluctant to engage in sexual activity may comply with a partner's pressure for various reasons, including avoiding unpleasant consequences or promoting the relationship (Basile, 1999; Livingston et al., 2004). Women with lower self-esteem may be more likely to put others' desires before their own in sexual situations.

Most of the research on sexual coercion employs a retrospective design, which impedes investigations of causality. Self-esteem may both contribute to—and result from—experiences of sexual pressure (Craig, 1990). Lower self-esteem, resulting from sexual assault, suggests a vulnerability to future assaults (Craig, 1990; Finkelhor, 1984). In a study involving 315 female introductory psychology students assessed three months apart, low self-esteem scores (measured by the RSES) at Time 1 predicted greater report of verbal sexual pressure between Time 1 and Time 2 (Jones, 1993). Another study of 100 college women found that lower assertiveness (as measured by the 30-item Rathus Assertiveness Schedule) at Time 1 significantly, but weakly, predicted incidence of sexual pressure (as measured by the SES) 32 months later between Time 1 and Time 2 (Himelein, 1994).

Himelein et al. (1994) suggested that the weak associations between self-esteem and verbal sexual pressure may be related to the general nature of the measure (e.g., frequent use of the RSES or global questions such as “I have high self-esteem”). We sought to clarify the connections between self-esteem and future pressured USA by measuring both general self-esteem and sexual self-esteem. Without random assignment we cannot determine causation, but the prospective design of our study allowed us to determine if women experiencing verbal sexual pressure between Times 1 and 2 differed in their levels of self-esteem and self-image at Time 1.

Reasons for Agreeing to the Unwanted Sexual Activity and Reasons the Sexual Activity was Unwanted

To examine the connections between pressured USA, general self-esteem, and sexual self-esteem, we included a list of reasons for acquiescing and reasons that the sexual activity might be unwanted. Self-esteem and self-image may be related to reasons that women give in to USA as well as to reasons the USA is unwanted.

The Present Study

We employed a prospective design in the present study to better understand if lower sexual self-esteem precedes or follows experiences of sexual pressure. The study involved two sessions, one at the beginning of the semester (Time 1) and one at the end of the semester (Time 2). The present study addressed three research questions:

1. Does self-esteem at Time 1 predict the incidence of sexual pressure at Time 2 self-esteem?
2. Does sexual self-esteem do this better than general self-esteem?
3. Of women who report experiences of verbal pressure, does self-esteem relate to the reasons they report for acquiescing to verbal pressure?

Method

Participants

The initial sample consisted of 184 female students from a large Midwestern University. Most were enrolled in introductory psychology and received credit toward a course research requirement. Four were enrolled in Psychology of Women and received extra credit. Participants were all native English speakers, exclusively heterosexually experienced, and never married. Four students were dropped from the sample, two because they were younger than 18, one because she was over 30, and another because she identified primarily as a lesbian.

The final Time 1 sample consisted of 180 women, ages 18-23 years ($M = 18.73$ years; $SD = 0.95$). Four identified themselves as African-American/Black, 5 as Asian-American, 162 as European-American/White, 2 as Hispanic-American/ Latina, 5 as biracial or multiracial, and 2 as other. Sixty-four identified their current relationship status as not dating anyone, 24 as one or more casual dating relationships, 86 as an

exclusive dating relationship, 2 as engaged, and 1 as other. For a more detailed breakdown of participant demographics, see Appendix A.

Dropouts between Time 1 and Time 2. To minimize the number of drop-outs, participants were sent reminder emails before their Time 2 appointments. Participants who canceled or who did not show up for their Time 2 sessions were given the option of rescheduling. Of the 180 participants at Time 1, 143 returned for Time 2, a return rate of 79%. The 37 participants who did not return were sent an email inquiring about their reasons for dropping out. There were 12 responses, including schedule conflict ($n = 5$), finished credit requirement ($n = 4$), dropped the class ($n = 1$) and other ($n = 2$).

The participants who did not return (Time 2 Drop-Outs) did not differ significantly from those who did return in age, race, relationship status, or any of the self-esteem measures. Compared with those who returned for Time 2, the dropouts were significantly more likely to report having experienced CSA, $F(1, 108) = 4.97, p < .05$, and pressured USA, $F(1, 108) = 6.95, p < .01$, prior to Time 1. Pressured USA prior to Time 1 was reported by 54% ($n = 75$) of those who returned for Time 2 and by 76% ($n = 31$) of dropouts; CSA was reported by 14% ($n = 19$) of those who returned and by 28% ($n = 11$) of the dropouts. These results suggest that women who had not experienced pressured USA are overrepresented in the Time 2 dataset.

Procedure

Eligible participants signed up on a course website that did not mention the topic of the study. They scheduled their Time 1 and Time 2 appointments simultaneously. Two female undergraduate research assistants administered the research sessions. We took

several steps to ensure participant privacy and anonymity: Participants were seated in alternating desks, and they placed their completed questionnaire in identical blank envelopes before handing them to the research assistants. The questions were structured so that all participants could answer all of the questions, regardless of their experience. Participants did not put their names or university ID numbers on the questionnaires. Both questionnaires asked for the name of their first pet and their high school mascot which we used to match Time 1 (Appendix B) and Time 2 questionnaires (Appendix C). Included in the Time 1 and Time 2 debriefing sheets (see Appendixes D and E) was contact information for the researchers and the university's Institutional Review Board, and a list of available counseling services in case the study raised issues that they wanted to discuss. For consent forms, Time 1 and Time 2 protocols see Appendixes F, G, and H.

Time 1 Questionnaire

The survey included eight sections: demographics, self-esteem questionnaires, CSA questions, lifetime sexual experience, recent dating behavior, questions about USA, reasons for agreeing to the unwanted activity, and reasons the activity was unwanted.

Demographics. The demographics information included age, gender, race/ethnicity, sexual orientation, and current relationship status.

Rosenberg Self-Esteem Scale. The Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1989) is a general measure of self-esteem, which Rosenberg (1989) described as a specific orientation towards oneself or an overall evaluation of one's worth or value. The scale includes 10 items to be rated on a 4-point Likert scale, anchored by *Strongly Disagree* and *Strongly Agree*. Items include, "On the whole, I am satisfied with myself,"

and, “All in all, I am inclined to feel that I am a failure.” The scale is designed so that a higher score indicates higher general self-esteem. Rosenberg reported that the test-retest coefficient ($r^2 = .82-.88$) and the internal reliability (Cronbach’s $\alpha = .77-.88$) were adequate. The internal reliability for this study was comparable (Cronbach’s $\alpha = .89$).

Sexual Self-Esteem Scale. The Sexual Self-Esteem Scale (SSES) was developed by Finkelhor and meant to be a “broad evaluation of a person’s current level of sexual satisfaction and sexual adjustment” (Finkelhor, 1984, p. 194). The scale is intended to measure attitudes towards one’s own sexuality (p. 194). Finkelhor reported that men and women with a history of CSA score lower on the SSES than those without such a history. The scale has six items; these items are rated on a 4-point scale from *Strongly Agree* to *Strongly Disagree*. Examples of items include, “After sexual experiences, I often feel dissatisfied” (keyed negatively) and, “I really like my body.” The internal reliability for this scale in this study was not as strong as the other scales (Cronbach’s $\alpha = .56$) but was comparable to Finkelhor’s reported Cronbach’s α of .51.

Female Sexual Subjectivity Inventory. The Female Sexual Subjectivity Inventory (FSSI; Horne & Zimmer-Gembeck, 2006) measures sexual subjectivity as a multidimensional construct. According to Horne and Zimmer-Gembeck, sexual subjectivity can be thought of as both bodily pleasure (Martin, 1996) and entitlement to sexual pleasure and desire (Tolman, 2002). The 20-item scale focuses on how young women see themselves as a subject rather than an object of desire (Horne & Zimmer-Gembeck). Each item is rated on a 4-point Likert scale from *Strongly Agree* to *Strongly Disagree*. The measure consists of five subscales, of which we used three. Subscale 1,

Sexual Body Esteem, reflects positive feelings of sexual attractiveness and desirability. An example item from this subscale is “I am confident others will find my body desirable.” In the present study, Cronbach’s α was .88, consistent with that reported for Horne and Zimmer-Gembeck’s original sample of 216 women, ages 17-22 (.87). Subscale 2, Sense of Entitlement to Pleasure From Partner, includes items related to expectations of sexual satisfaction with a partner, such as, “I would expect a sexual partner to be responsive to my sexual needs and feelings.” In the present study, the internal reliability for this subscale at Time 1 was adequate (Cronbach’s $\alpha = .74$) and similar to that reported by Horne and Zimmer-Gembeck (.77). Subscale 3, Self-Efficacy in Achieving Pleasure, includes items related to achieving sexual pleasure, such as, “I would not hesitate to ask for what I want sexually from a romantic partner.” In this study, the internal reliability for this subscale at Time 1 was adequate (Cronbach’s $\alpha = .80$) and similar to that reported by Horne and Zimmer-Gembeck (.81).

In a sample of 214 female college students the overall FSSI correlated positively with the Rosenberg Self-Esteem Scale (RSES) and negatively with the Silencing Self-Subscale of the Silencing Self-Scale (Jack & Dill, 1992), which measures experiences of internally censoring one’s own needs. The three subscales used in this study had significant correlations with both the RSES and the Silencing Self-Subscale.

Multidimensional Sexuality Questionnaire. The Multidimensional Sexuality Questionnaire (MSQ; Snell, Fisher & Walter, 1993) was “designed to measure psychological tendencies associated with sexual relationships” (p. 27). It consists of 13 subscales, of which we included 1: Assertiveness (“when it comes to sex, I usually ask

for what I want”). This subscale did not demonstrate vulnerability to social desirability skewing (Snell et al.). Concurrent, convergent, and discriminant validity have been established (Snell et al.). Snell et al. reported Cronbach’s α s of .86 and test-retest reliability was .63. For the present study, Cronbach’s α s was .81. Snell et al. reported that this subscale predicted men’s and women’s sexual behavior.

Traumatic Sexualization Survey. The Traumatic Sexualization Survey (TSS) was designed to assess “cognitive and behavioral factors purportedly associated with child sexual abuse histories” (Matorin & Lynn, 1998, p. 261). The construction of this scale was guided by Finkelhor’s (1984) theory of traumatic sexualization, which posits that premature exposure to sexuality can foster improper dysfunctional sexual attitudes and behaviors. The 38-item test consists of four subscales: Avoidance and Fear of Sexual and Physical Intimacy, Thoughts About Sex, Role of Sex in Relationships, and Attraction/Interest and Sexuality. We used the last two of these. The subscales consist of 10 items like “I use sex to avoid loneliness” (Attraction/Interest and Sexuality) and “Men base their relationships with me on sex” (Role of Sex in Relationships) which participants were asked to rate on a 5-point Likert scale from *Never* (1) to *Almost Always* (5). In a large study of undergraduates, Matorin and Lynn reported coefficient α s equal to .92 and .93 for subscales 3 and 4, and in this study coefficient α s were equal to .91 and .88, respectively. In this study, the subscales together had a Cronbach’s α of .91, so we combined them into a general TSS measure. In a sample of 288 college women, each of the subscales were able to differentiate women who had experienced CSA and women who had not experienced CSA (Matorin & Lynn). Women from that study who scored

highly on these subscales reported more dysfunctional sexual behaviors, a wider spectrum of sexual behaviors, and more frequent sexual engagement.

Although the TSS does not explicitly measure sexual self-esteem, we decided it was relevant to how women constructed their sexual self-image. Because a high score on the TSS would indicate more traumatic sexuality, which is incongruent with our other measures of a high score meaning greater sexual self-esteem, for analyses we used a reverse score of TSS (RevTSS). This way a high score on RevTSS (lower traumatic sexuality) would correspond with a high score on our other measures of self-esteem.

CSA questions. As suggested by Finkelhor (1979) we classified unwanted sexual experiences before age 14 as CSA. Participants answered *yes* or *no* to four questions concerning unwanted sex when “you were 13 or younger.” Also included as CSA were sexual noncoercive experiences before age 14 with a partner five or more years older than the participant. If a participant endorsed any of these questions, she was considered to have experienced CSA.

Lifetime sexual experience. To assess lifetime sexual experience, we asked participants about their number of partners for seven sexual activities (see Table 1). Participants chose from *0 guys*, *1 guy*, *2-5 guys*, *6-10 guys*, *11-20 guys* and *more than 20 guys*. When calculating group means, we used the midpoint of each interval (e.g., we transformed *2-5 guys* to 3.5); we transformed *more than 20 guys* to 30.

Rather than conducting separate analyses for each of the seven behaviors, we investigated whether we could group these behaviors. A factor analysis (see Table 1) revealed three factors: Kissing, Genital-focused behaviors (i.e., receiving and performing

genital touching, receiving and performing oral sex, penile-vaginal intercourse), and Anal sex. We have used these groupings in subsequent analyses.

Table 1

Rotated Factor Loadings of Lifetime Sexual Experiences

Sexual Experience	Factor 1: Kissing	Factor 2: Genital	Factor 3: Anal
Kissing	.95	.21	.04
Received genital touching	.53	.72	.05
Touched someone's genitals	.39	.85	.14
Received oral sex	.10	.87	-.03
Performed oral sex	.13	.88	.21
Penile-vaginal intercourse	.18	.71	.45
Anal sex	.02	.11	.96

Note. Bold type indicates items loading heavily on each factor.

Recent dating behavior. To measure recent dating activity we asked about frequency of dates (defined as spending time with a potential romantic partner that the woman considered more than a friend) over the past three months. To measure alcohol/drug on dates use we asked about the percentage of their dates that had involved alcohol/drug use over the past three months. Like the lifetime sexual experience questions, these were coded as the midpoint of each choice (e.g., going on 2-5 dates was coded as 3.5 dates, and drinking on 40-60% of those dates was coded as 50%).

Questions about USA. We collected information on past sexual pressure. We asked about three types of USA: *voluntary* (i.e., sexual activity that was unwanted but occurred without pressure from the partner), *pressured* (i.e., sexual activity in which the woman gave in to verbal or social pressured from the partner, but which she felt that she

could have refused), and *involuntary* (i.e., unwanted sexual activity that occurred because of physical force that the woman felt she had no choice about). We included a portion where the participant described each type of experience in her own words.

The questionnaire asked participants how often they had experienced pressured unwanted sexual activity with a guy. We clarified this question by asking how often they had

- given in and agreed to engage in
- unwanted sexual activity with a guy (e.g., kissing, fondling, genital touching, oral sex, intercourse, anal sex, etc.)
- because he pressured you to do it?

For example, this could include situations in which you gave in and agreed because . . .

he kept asking you, or
he made you feel guilty for saying no, or
he told you that if you really loved him, you would, or
he accused you of “leading him on,” or
he acted angry or pouted until you gave in, or
he said that he’d break up with you or start seeing other women if you didn’t give in.

Women who have not experienced pressured USA were instructed to “make up a situation using characters named ‘Michael’ and ‘Jennifer.’ The purpose is to protect everyone’s privacy by assuring that everyone is writing, regardless of their experience.” The section on pressured USA included questions about the relationship to the guy, how she refused, why she gave in, and which sexual activities were experienced.

Reasons for Pressured USA. Additionally, in the pressured USA section, participants were asked to rate the importance of a list of 33 possible reasons they gave in to the sexual pressure using a 7-point scale ranging from *not at all important* (0) to *very important* (6). The list of reasons came from a study of sexual activity that was unwanted

but consensual (Reneau, 2006). Items included “to please him” and “to feel emotionally close to him.” They then rated the importance of 39 reasons that the sexual activity was unwanted, including items like “it was against your morals” and “you felt uncomfortable...about your body.”

Using a principal components analysis with Varimax rotation of the Time 1 data, we identified five subscales of reasons for giving in: Strengthen the Relationship (Cronbach’s $\alpha = .82$; “because you wanted to please him”), Avoid Hurt Feelings/Relationship Tension (Cronbach’s $\alpha = .83$; “because you were afraid that if you refused he would break up with you”), Compromise/Reciprocity (Cronbach’s $\alpha = .77$; “he had compromised on other things in the past so you felt you should compromise on this”), Sexual Experience/Image (Cronbach’s $\alpha = .70$; “to feel sexually experienced or adventurous”), and Pressure from Partner (Cronbach’s $\alpha = .71$; “to get him to stop pressuring you”). Similarly, we identified five factors for reasons the sexual activity was unwanted: Intoxication (Cronbach’s $\alpha = .96$; “you were drunk”), Relationship Not Committed Enough (Cronbach’s $\alpha = .85$; “you were concerned you were just being used”), Moral Concerns/Guilt (Cronbach’s $\alpha = .84$; “it was against your religion”), Body Image/Fear Anxiety (Cronbach’s $\alpha = .79$; “you had a negative body image; you feared pregnancy”), and Situational Factors (Cronbach’s $\alpha = .79$; “you were tired; you just weren’t interested”).

Time 2 Questionnaire

The Time 2 Questionnaire was identical to the Time 1 questionnaire, except for two changes: (a) The questions about child sexual abuse were omitted. (b) Questions

involving time periods asked specifically about “since the last time you took this survey.” For example, the Time 1 question, “Since your 14th birthday, how often have you experienced involuntary unwanted sexual activity with a guy?” was changed to “Since the last time you took this survey, how often have you experienced involuntary unwanted sexual activity with a guy?”

Results

The results will be presented in three sections: a descriptive section, which will describe relevant aspects of our sample; a research question section, which will address the original research questions of whether self-esteem at Time 1 can predict pressured USA at Time 2; and a section reporting exploratory and supplementary findings.

Descriptive Data

Time 1. In the Time 1 sample (including those who did not return for Time 2) of 180 participants, 104 (59%) reported experiences meeting our definition of pressured USA. Three participants reported ambiguous experiences that we could not classify as either experiencing or not experiencing pressured USA. For example, participant 140 wrote “I hadn’t seen my boyfriend in 3 weeks...and I knew he’d be wanting sex. I wasn’t really feeling it that night, but went ahead and did it to make him happy.” Furthermore, 54 (30%) participants reported involuntary USA and 106 participants (61%) reported voluntary USA since their 14th birthday. These numbers include any unwanted sexual experience, not just penile-vaginal intercourse (PVI).

Many participants reported experiencing more than one type of USA. Of the Time 1 sample 141 participants (81%) reported some form of USA. For more detail on the overlap, see Table 2. These findings are consistent with previous findings that USA is common on college campuses.

Table 2

Prevalence of Pressured, Voluntary, Involuntary and Combinations of Unwanted Sexual Activity at Time 1 and Time 2

Type of USA	Time 1		Time 2	
	Frequency	Percentage	Frequency	Percentage
Pressured	95	56.55	25	15.27
Voluntary	103	60.95	36	27.48
Involuntary	50	29.76	4	3.05
Pressured and Voluntary	71	42.01	15	11.45
Pressured and Involuntary	34	20.24	1	0.76
Voluntary and Involuntary	34	20.24	3	2.29
All three types	25	14.79	0	0.00

Note. For Time 1 $n = 168$, Time 2 $n = 131$. We excluded 12 participants due to unclassifiable data: 1 for unclassifiable Involuntary USA at Time 1, 7 for unclassifiable Voluntary USA at Time 1, 3 for unclassifiable Pressured USA at Time 1, and 1 for unclassifiable Voluntary and Pressured USA at Time 2.

Regarding previous CSA, 30 participants (17%) endorsed at least one of the CSA questions. Of those, 20 (66%) answered affirmatively to more than one CSA question, e.g., yes to both “when you were 13 or younger, were you forced to engage in any sexual activity against your will?”, and, “when you were 13 or younger, did you engage in any sexual activity with someone five or more years older than you?” See Appendix I for a summary.

Our sample was experienced with wanted sexual activity. The mean number of kissing partners of our sample was 12.58 ($SD = 9.02$), and the mean number of partners for genital activities (including fondling, oral sex, and PVI) was 3.32 ($SD = 2.95$).

Self-esteem and self-image scales. The concepts we measured are theoretically related, so we expected that many of the self-esteem and self-image scales would have significant correlations. Notably, RSES correlated significantly and positively ($p < .05$) with Self-Efficacy in Achieving Pleasure, Assertiveness, Reversed Traumatic Sexuality and Sexual Self-Esteem. Although most of the scales were positively intercorrelated, Reversed Traumatic Sexualization Survey (RevTSS) correlated negatively with Entitlement to Pleasure from the Partner (EPP), Self-Efficacy in Achieving Pleasure, and Sexual Assertiveness (SA). For more detailed information see Table 3.

Table 3

Correlation Coefficients Between Time 1 Self-Esteem and Self-Image Scales

	Rosenberg Self-Esteem Scale (RSES)	Sex/Body Esteem (SBE)	Entitlement to Pleasure from Partner (EPP)	Self-Efficacy in Achieving Pleasure (SEAP)	Sexual Assertiveness (SA)	Reversed Traumatic Sexualization Survey (RevTSS)	Finkelhor Sexual Self- Esteem (FSSE)
RSES	—	.54***	.15*	.21**	.20**	.20**	.56***
SBE		—	.00	.27***	.30***	.16*	.65***
EPP			—	.43***	.41***	-.30***	.07
SEAP				—	.73***	-.28***	.35***
SA					—	-.34***	.34***
RevTSS						—	.20**

Note. Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

* $p < .05$. ** $p < .01$. *** $p < .001$.

Time 2. In the Time 2 total sample of 140, 29 participants (20%) reported experiencing pressured USA since Time 1. These results may be skewed because of dropouts. Most participants who experienced pressured USA (24, or 83%) at Time 2 also reported previous USA at Time 1. From these results, it seems that past USA is a predictor for experiencing USA at Time 2.

Sexual Assertiveness scores increased from Time 1 to Time 2. Other self-esteem scores remained stable (for a detailed summary see Table 4).

Table 4
Changes in Total Mean Self-Esteem and Self-Image Scores From Time 1 to Time 2

Self-Esteem	Time 1		Time 2		Mean difference
	Mean	SD	Mean	SD	
RSES	3.23	0.52	3.19	0.45	0.04
SBE	2.93	0.50	2.93	0.45	0.00
EPP	2.99	0.42	3.00	0.45	0.01
SEAP	2.71	0.57	2.77	0.57	-0.06
SA	2.56	0.55	2.62	0.49	-0.06*
RevTSS	4.47	0.59	4.46	0.69	-0.01
FSSE	2.89	0.98	2.90	0.36	0.01

Note. Time 1 $n = 180$, Time 2 $n = 141$. Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

* $p < .05$.

Summary of descriptive data. Overall, pressured USA was prevalent in our sample both at Time 1 and at Time 2. Participants who did not complete Time 2 differed from their counterparts who did complete Time 2 in experience of pressured USA and CSA. The majority of the self-esteem scales remained stable from Time 1 to Time 2, with the notable exceptions of Sexual Assertiveness scores indicating increased assertiveness at the end of the semester.

Research Questions

Question 1: Does self-esteem at Time 1 predict the incidence of pressured USA at Time 2? To answer whether self-esteem at Time 1 relates to experience of

pressured USA at Time 2, we analyzed the data in two ways. First, we used logistic regression to determine if lower self-esteem at Time 1 predicted pressured USA at Time 2. Second, we conducted a multivariate analysis of variance (MANOVA) followed by a series of univariate analyses of variance (ANOVAs) to determine if the Time 2 Pressured group and the Time 2 No Pressure group differed significantly in Time 1 self-esteem. The Time 2 Pressured group consisted of all group participants who reported having experienced an incident of Pressured USA between Time 1 and Time 2 ($n = 29$); the Time 2 No Pressure group consisted of all participants who reported not having had this experience between Time 1 and Time 2 ($n = 112$).

We performed a logistic regression using Time 1 Rosenberg Self-Esteem Scale, Self-Efficacy in Achieving Pleasure, Entitled to Pleasure From Partner, Sexual Self-Esteem Survey, Sexual Assertiveness and Reversed Traumatic Sexuality Survey to predict pressured USA at Time 2 at $p < .05$. The logistic regression indicated that for every one unit increase in Entitlement to Pleasure From the Partner, the likelihood of experiencing pressured USA at Time 2 increased 1.18 times, Wald Chi-Square = 4.87, $p < .03$. For every one unit increase in the RevTSS, the likelihood of pressured USA decreased 0.98 times, Wald Chi-Square = 12.37, $p < .001$.

The MANOVA revealed that the Time 2 Pressured group and the Time 2 No Pressure groups did not differ in general self-esteem at Time 1 (see Table 5). Of all the self-esteem measures, the two groups differed on only the RevTSS, $F(1, 139) = 9.83$, $p < 0.002$, and Entitlement to Pleasure From the Partner, $F(1, 139) = 4.44$, $p < .04$. Participants who experienced Time 2 pressured USA had higher scores on Entitlement to

Pleasure From Partner at Time 1, and lower scores on the RevTSS, than their counterparts who did not experience pressured USA at Time 2. Lower scores on the RevTSS relating to Time 2 Pressured USA fits our predictions, but the finding of greater Entitlement to Pleasure From the Partner was unexpected.

Table 5

Changes in Mean Self-Esteem and Self-Image Scores For the Time 2 Pressured USA Group and the Time 2 No Pressure USA Group

Time 1 Self-Esteem	Time 2 Pressured USA (<i>n</i> = 29)		Time 2 No Pressured USA (<i>n</i> = 111)		Eta squared ^a
	Mean	<i>SD</i>	Mean	<i>SD</i>	
RSES	3.19	0.45	3.24	0.57	0.001
SBE	2.86	0.33	2.96	0.50	0.008
EPP	3.12	0.47	2.93	0.41	0.032 *
SEAP	2.76	0.60	2.69	0.60	0.002
SA	2.59	0.57	2.55	0.55	0.001
RevTSS	3.19	0.83	3.56	0.49	0.067 **
FSSE	2.82	0.33	2.93	0.38	0.015

Note. Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

^a Effect size calculated by dividing the Sum of Squares Effect by the Sum of Squares Total.

* $p < .05$. ** $p < .01$.

Dating history, alcohol use, previous USA, and CSA. When other factors such as previous dating history, alcohol use, previous USA, and CSA were included in the logistic regression model, the effect of Entitlement to Pleasure from the Partner was insignificant. With previous sexual experience factors, including USA at Time 1 and

CSA, only frequency of pressured and involuntary USA at Time 1, and the RevTSS significantly correlated with experience of pressured USA at Time 2, with those factors together accounting for 44% of the variance (see Tables 6 and 7).

Table 6

Odds Ratio Estimates for a Logistic Regression Including Self-Esteem and Other Variables Predicting Pressured USA at Time 2

Effect	Point Estimate	95% Wald Confidence Limits	
		Lower	Upper
RevTSS	0.95	0.94	0.97
Frequency of Pressured USA at Time 1	1.12	1.03	1.22
Frequency of Involuntary USA at Time 1	1.44	1.07	1.94

Note. The logistic regression also included the following nonsignificant variables: frequency of childhood sexual abuse, frequency of voluntary USA at Time 1, number of lifetime kissing, genital and anal sex partners. Reversed Traumatic Sexuality Survey (RevTSS).

Table 7

Analysis of Maximum Likelihood Estimates for a Logistic Regression Including Self-Esteem and Other Variables Predicting Pressured USA at Time 2

	DF	Standard Estimate	Error	Wald Chi- Square	P of Chi- Square	R-Square of Model
Step 1: RevTSS	1	-.05	.01	44.27	<.001	.36
Step 2: Frequency of Pressured USA at Time 1	1	.11	.04	7.09	.008	.40
Step 3: Frequency of Involuntary USA at Time 1	1	.36	.15	5.81	.02	.44

Note. The logistic regression also included the following nonsignificant variables: frequency of childhood sexual abuse, frequency of voluntary USA at Time 1, number of lifetime kissing, genital and anal sex partners, RSES, FSSE and EPP.

Question 2: Does sexual self-esteem at Time 1 relate to experience of pressured USA at Time 2 more strongly than general self-esteem? The results for this question were mixed. It was clear that Time 1 general self-esteem—as measured by the RSES—did not relate to Time 2 pressured USA. RSES was not a significant predictor in the logistic regression. Furthermore, as Table 5 indicates, the Time 2 Pressured group and the Time 2 No Pressure group did not differ significantly on Time 1 general self-esteem (eta squared = .001).

The relationship between Time 1 sexual self-esteem and Time 2 pressured USA was more complicated. Of the five measures that we used to assess sexual self-esteem,

three were not significant predictors in the logistic regression; furthermore, the Time 2 Pressured and No-Pressure groups did not differ significantly on these Time 1 measures (eta squared ranged from .001 to .015).

The other two Time 1 sexual self-esteem measures did significantly predict Time 2 Pressured USA; furthermore, the Time 2 Pressured and No-Pressure groups differed significantly on Time 1 sexual self-esteem (eta squared = .032 for the EPP & .067 for the RevTSS). The results for the RevTSS were in the expected direction, with low Time-1 scores related to an increased likelihood of Time 2 Pressured USA, but the results for the EPP were not in the expected direction—high EPP scores were related to an *increased* likelihood of Time 2 Pressured USA.

Question 3: Of women who report experiences of pressured USA, do those with lower sexual self-esteem report acquiescing to verbal pressure for reasons related to insecurity, such as fear of rejection or abandonment by the partner, more often than women with higher sexual self-esteem? For this question, we limited ourselves to Time 1 to ensure a greater sample of pressured USA. Lower Rosenberg Self-Esteem Scale, Finkelhor Sexual Self-Esteem, and Sex Body Esteem scores were associated with higher endorsement of the following reasons for giving in to unwanted sex: strengthening the relationship, avoiding relationship tension, and compromise. Lower RevTSS scores related to the likelihood that a participant would endorse reasons relating to pressure, avoiding relationship tension and to sexual desire. For greater detail on the associations between reasons for agreeing, reasons the activity was unwanted, and self-esteem scales see Tables 8 and 9.

Table 8
Correlation Coefficients Among Reasons for Agreeing to the Sexual Activity and Self-Esteem Scales

Self-Esteem Scales	Strengthen the Relationship	Avoid Tension/Hurt Feelings	Compromise	Enhance Sexual Image	Pressure from Partner
RSES	-.30**	-.19 ^a	-.27**	-.13	.06
SBE	-.29**	-.25**	-.22*	.02	.00
EPP	-.02	.07	-.09	.03	.25*
SEAP	-.20*	-.06	-.11.	-.03	.18
SA	-.12	.06	-.10	.01	.18**
RevTSS	-.18 ^a	-.35***	-.17 ^a	-.18 ^a	-.39.**
FSSE	-.27*	-.21*	-.27**	-.07	-.06

^a approached significance at $p < .10$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 9

Correlation Coefficients Among Reasons the Sexual Activity was Unwanted and Self-Esteem Scales

	Unwanted Situation	Relationship not Committed	Moral	Intoxicatio n	Poor Body Image
RSES	.01	-.03	-.03	-.03	.02
SBE	.11	.001	-.08	.13	-.15
EPP	-.07	.04	-.11	.08	-.06
SEAP	.01	.09	-.14	.08	-.17 ^a
SA	.01	-.03	-.20*	.13	-.25**
RevTSS	-.07	-.14	.19*	-.13	-.01
FSSE	.04	-.01	-.06	.09	-.15

Note. Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

^aapproached significance at $p < .10$.

* $p < .05$. ** $p < .01$.

Exploratory Analyses

Self-esteem and life experience variables relate to Time 1 pressured USA. All self-esteem scales, and life experience variables (CSA, lifetime sexual experience factors, frequency of dates, and percentage of dates with alcohol consumption) were entered into a MANOVA, with following ANOVAs, to determine differences between participants who did and did not endorse pressured USA at Time 1. Time 1 Pressured USA participants and Time 1 No Pressure USA participants differed on number of lifetime

kissing, genital and anal sex partners, as well as frequency of dates in the past three months and the RevTSS (see Table 10). Overall, more partners, dates, and traumatic sexuality were associated with Time 1 pressured USA.

Table 10
Variables Related to Time 1 Pressured USA in an ANOVA

Variable	R^2	F	Mean Time 1 No Pressured $n = 73$	Mean Time 1 Pressured $n = 104$	Eta squared
Kissing partners	.03	4.59	10.72	13.67	0.026*
Genital sex partners	.06	12.13	2.45	3.95	0.065***
Anal sex partners	.02	3.51	0.16	0.31	0.020 ^b
Date Frequency	.03	4.82	8.05	11.70	0.027*
Rev TSS	.04	7.51	4.67	4.37	0.041**
Percentage of dates with alcohol	.00	0.45	6.71	8.37	0.002
CSA	.01	0.93	0.14	0.19	0.005
RSES	.00	0.30	3.25	3.20	0.002
SBE	.02	2.75	3.00	2.88	0.015 ^b
EPP	.00	0.68	2.96	3.01	0.004
SEAP	.00	0.35	2.68	2.73	0.002
SA	.00	0.18	2.58	2.54	0.001
FSSE	.01	2.65	2.93	2.84	0.015

Note. $DF = 1$. $N = 177$. *Note.* Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

^a Effect size calculated from Sum of Squares Variable Effect divided by Sum of Squares Total. ^b Approaching significance at $p < .10$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Life experience variables related to Time 1 self-esteem. As discussed, self-esteem is a complicated construct. How do other lifetime experiences relate to self-esteem? We created a correlation matrix to answer this question (see Table 11). Unexpectedly, CSA

did not relate to TSS, but it did relate to the Finkelhor Sexual Self-Esteem Survey, which was also designed to measure traumatic sexuality. Higher Traumatic Sexuality scores were significantly related to greater alcohol consumption on dates, and more sexual partners. RSES was negatively associated with number of genital sex partners, suggesting that participants with more partners would be more likely to have lower general self-esteem and greater traumatic sexuality. For most measures, the significant correlations were negative, meaning that lower self-esteem was associated with more sexual partners. For SEAP and SA, however, the significant correlations were positive, meaning that lower self-esteem was associated with fewer sexual partners.

Table 11
Correlation Coefficients Between Self-Esteem and Other Variables

	RSES	SBE	EPP	SEAP	SA	FSSE	RevTSS
Childhood Sexual Abuse	-.07	-.12	.11	-.01	-.08	-.24 ***	.03
Kissing Partners	-.10	-.02	.05	.14 ^a	.25 ***	-.02	-.36 ***
Genital Sex Partners	-.17**	-.06	.11	.24 ***	.27 ***	-.05	-.59 ***
Anal Sex Partners	-.05	-.08	.00	.15 *	.13 ^a	-.06	-.32 ***
Dating Frequency	.02	.05	.00	.15 *	.14 ^a	.08	-.04
Percentage of Alcohol on Dates	-.10	-.05	.07	-.08	.04	-.06	-.30 ***

Note. $N = 180$. Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

^a approached significance at $p < .10$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Time 2 Voluntary USA and Time 2 No Voluntary USA differences on Time 1

variables. This study focused on pressured USA, but we wanted to explore connections between self-esteem and other types of USA. Only five participants endorsed involuntary USA at Time 2, which was not a large enough sample to study, so this section will focus solely on the differences between the Time 2 Voluntary USA group and the Time 2 No Voluntary USA group. We ran a MANOVA, followed by ANOVAs using all of the self-esteem and life-experience variables at Time 1 to examine the differences between Time 2 Voluntary USA and Time 2 No Voluntary USA. Similar to pressured USA, the participants who experienced voluntary USA between Time 1 and Time 2 had more

kissing partners, and more traumatic sexuality, as measured by the FSSE and the RevTSS (see Table 12), than participants who did not experience voluntary USA between Time 1 and Time 2.

Table 12
Variables Related to Time 2 Voluntary USA in an ANOVA

Variable	R^2	F	Mean Time 2 No Voluntary $n = 100$	Mean Time 2 Voluntary $n = 40$	Eta squared ^a
Kissing partners	.07	11.21	10.62	16.06	0.075***
Genital sex partners	.02	3.45	2.97	3.98	0.024 ^b
Anal sex partners	.00	0.04	0.24	0.23	0.001
Date Frequency	.02	3.19	9.46	13.16	0.022 ^b
RevTSS	.05	7.49	4.57	4.28	0.052**
Percentage of dates with alcohol	.02	3.26	6.39	11.88	0.023 ^b
CSA	.00	0.11	0.13	0.15	0.001
RSES	.00	0.30	3.25	3.19	0.002
SBE	.00	0.20	2.95	2.91	0.001
EPP	.00	0.48	2.96	3.01	0.003
SEAP	.01	0.85	2.74	2.63	0.006
FSSE	.03	4.04	2.95	2.80	0.028*
SA	.00	0.00	2.55	2.56	0.000

Note. $DF = 1$. $N = 140$. *Note.* Rosenberg Self-Esteem Scale (RSES), Sexual Body Esteem (SBE), Expectation of Pleasure From the Partner (EPP), and Self-Efficacy in Achieving Pleasure (SEAP), Sexual-Assertiveness (SA), Reversed Traumatic Sexuality Survey (RevTSS), and Finkelhor Sexual Self-Esteem (FSSE).

^a Effect size calculated from Sum of Squares Variable Effect divided by Sum of Squares Total. ^b Approaching significance at $p < .10$.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Exploratory analyses summary. The main research question concerned the power of variables at Time 1 to predict pressured USA at Time 2. The exploratory analyses examine correlations between variables and incidence of pressured USA at Time 1, without making predictive assumptions. Time 1 Pressured and Time 1 No Pressure groups were different sexual experience and traumatic sexuality, with more partners and

lower scores on RevTSS correlating with experience pressured USA prior to Time 1. Similarly, Time 2 Voluntary and Time 2 No Voluntary groups were different on number of kissing partners at Time 1, and traumatic sexuality at Time 1, measured by both RevTSS and FSSE. Traumatic sexuality also related to greater number of sex partners and a larger percentage of drinking on dates.

Discussion

The central hypothesis, that sexual self-esteem at Time 1 would predict pressured USA at Time 2, better than general self-esteem was partially supported. Higher traumatic sexuality scores at Time 1 predicted pressured USA at Time 2 which is consistent with our prediction that lower sexual self-esteem would be associated with pressured USA. Also, *higher* Entitlement to Pleasure from the Partner scores at Time 1 were associated with pressured USA at Time 2, which does not fit our prediction. One possible explanation for the unexpected finding of higher entitlement to pleasure from partner scores increasing chance of pressured USA at Time 2, is that women who are accustomed to giving in to USA, would also expect their partners to reciprocate. When other variables were included in the model, such as experiencing pressured and involuntary USA at Time 1, entitlement to pleasure from the partner became non-significant. General self-esteem (RSES) was nonsignificant, which was not expected, because general self-esteem has been related to pressured USA in previous research.

Furthermore, the Time 2 Pressure group and the Time 2 No Pressure group differed on number of sexual partners at Time 1 and the RevTSS. Overall, greater sexual experience and higher traumatic sexuality scores at Time 1 may indicate risk factors for experiencing pressured USA at Time 2. These results are consistent with other research, indicating that overall sexual experience may expose people to more opportunities for pressured USA.

Our hypotheses that self-esteem would correlate with reasons for giving in, and reasons the activity was unwanted were supported, although there was not evidence that sexual self-esteem is a better predictor than general self-esteem. Lower general self-esteem, Finkelhor Sexual Self-Esteem, and Sex Body Esteem were associated with higher endorsement of the following reasons for giving in to unwanted sex: strengthening the relationship, avoiding relationship tension, and compromise. Entitlement to pleasure from partner was not significantly correlated with reason to compromise, calling into question the theory that women who give in to pressure do so because they expect their partner to do the same (i.e., entitlement to pleasure from partner).

Although RevTSS was correlated with experience of pressured USA, it is interesting to note that CSA did not significantly predict pressured USA at Time 1 or at Time 2. It may not be the CSA, but the traumatic sexuality that often results, that contributes to risk. Traumatic sexuality may also be increased by things other than CSA, and this remains to be investigated.

TSS may not measure sexual self-esteem explicitly, but, rather, may indicate a style of incorporating sexual self-esteem into general self-esteem. Traumatic sexuality

has been shown to be related to CSA in the past, but in our study it relates positively to having more wanted sexual partners, but not to CSA. It is possible that participants with this style of constructing their self-esteem may have more partners to increase it, or they may rely on the affirmation of sex partners to feel good about themselves. This is ultimately an empirical question that is beyond the scope of the current study.

Our findings suggest that measuring self-esteem in typical ways (general or specific) may not provide sufficient power to predict who experiences pressured USA. The variables that most strongly predict pressured USA at Time 2 are: greater number of wanted sexual partners, recent past experience of USA, and higher traumatic sexuality at Time 1. In our study, past experience of USA is the best predictor of future USA, which could be due to a number of different factors, including response bias.

Although experience of traumatic sexuality is related to our concept of sexual self-esteem, other measures of self-esteem do not predict USA. Experience of pressured USA may be the result of the interactions of many complicated contextual factors (Ervin & Stryker, 2001; Bronfenbrenner, 1989) of which self-esteem is a component, but may be best understood in relation to other factors, such as prior sexual experiences and traumatic sexuality.

One possible reason for the finding of many of the self-image scales at Time 1 not correlating with pressured USA at Time 2, is that USA is a common phenomenon among our sample. By Time 2, only 11% had never experienced any USA. As USA is so prevalent, the traditional measures of self-esteem that we used may not be specific enough to differentiate participants at high risk from those at relatively low risk.

Different Ways of Understanding Self-Esteem

Our choice to measure only general self-esteem and sexual self-esteem may also have diluted the results. Recently, theorists have divided the concept of self-esteem into three components: general trait self-esteem, self-worth, and self-evaluations (Owens & Stryker, 2001). The first, general self-esteem, is thought to remain constant through time and situations. The second type, self-worth (state self-esteem), consists of cognitive and emotional appraisals of the self in reaction to events. The third type, self-evaluations (specific self-esteem), involves one's assessment of one's value in various abilities and attributes. Our study focused only on general and specific self-esteem, yet our questions may have been better addressed by measures of state self-esteem. Due to functional restraints, we were not able to collect data immediately before and after incidents of USA, if this were possible, we may better be able to understand the effects of self-esteem and giving in to USA.

Other variables. There are other variables related to self-esteem that may have been relevant to our study, including salience, importance, and contingency (Gecas, 2001; Marsh, Craven & Martin, 2006; Nezlek, 2006). It may be that reactivity, or instability of self-esteem accounted for the differences between participants that gave in to pressure and those that did not. Because we measured trait self-esteem, however, we are unable to determine if stability of self-esteem is related to chance of future USA.

Salience and Importance. James (1890/1950) asserted that general self-esteem consisted of a complex interplay between domain specific self-esteem and the importance

and salience of that domain (Marsh et al., 2006). For example, academic self-esteem only correlated with general self-esteem in students who rated academics as important (Ervin & Stryker, 2001). In our study, it may be that for women whose sexual value was salient and important, sexual self-esteem and sexual self-image would have a greater effect on experiencing USA. Theoretically, high salience and importance of the sexual self may put women at risk for trying to maintain self-esteem in that domain, who may give in to pressure to fit an image of an “ideal” sex partner. Conversely, high salience and importance of sexuality may instill sexual confidence in women who know and value their sexuality and they may therefore, be less likely to give in to sexual pressure. These theoretical questions would best be investigated by examining interactions between sexual self-esteem, sexual self-image, sexuality salience and importance, and experience of pressured USA.

Contingency. Self-image that is contingent on other’s input may also have been a relevant factor. Early self-esteem theorists Mead (1934) and Cooley (1902) posit that self-esteem is based on a mirror effect, or is really an amalgam of your interpretation of other’s views of you (Marsh et al., 2006). Many of the questions on the TSS deal with evaluations of men’s perceptions of the participant (i.e., “men want to be with me because I am seductive”, and “men base their relationships with me on sex”. The Traumatic Sexuality Survey may be measuring contingencies of sexual self-esteem (i.e., “I use sex to feel good about myself”). High traumatic sexuality scores could be interpreted as high sexual self-esteem contingency scores. That is, women with high traumatic sexuality may be more likely to base their self-esteem on a sexual partner’s

perception of them than do women with lower traumatic sexuality scores. Traumatic sexuality is conceptualized to relate to CSA, which the participants did not experience during the study. It may be that those with increased Traumatic Sexuality scores were more vulnerable to giving in to sexual pressure or that giving in to sexual pressure increased their Traumatic Sexuality scores. Despite the prospective design of this study, the directionality of this relationship cannot currently be determined.

Conclusion

It may be that traditional measures of general or sexual self-esteem will not be able aptly to differentiate participants that will and will not experience pressured USA. Traumatic sexuality was by far the most predictive measure of self-image in this study, and it predicted past and future USA. Unlike other studies, in our study the TSS scale did not correlate with past CSA, indicating that traumatic sexual experiences could happen in ways besides CSA. It may be that repeated experiences of USA are traumatizing in themselves, so that the cycle of USA leads to traumatic sexuality and eventually other experiences with USA. Participating in some type of USA was almost a universal phenomenon in our sample so it is likely that most college ages women have had experiences that would contribute to a traumatic sexuality. Although not addressed in the current study, the constant media messages of women being only as valuable as they are sexy, may also influence this trend.

In the end, it may not be the amount of self-esteem that increases risk for USA, but rather how women construct their sexuality and integrate their sexuality into their identity that increases likelihood of later submitting to pressured USA.

Limitations and Future Directions in Research

As discussed previously, limitations in this study are common to other prospective studies. Although we can speculate at causation, we are still not able to determine the temporal relationship between traumatic sexuality and pressured USA. The large sample at Time 1, that had already experienced some form of USA, makes the prospective aspects of this study less precise. Following very young women throughout their sexual development would help to clarify this issue.

Self-esteem is a multi-faceted construct, involving variables other than general or specific self-esteem. Future research should investigate how stability, contingency, salience, and importance of sexual self-esteem influence both general self-esteem and risk for USA. High scores on the TSS emerged as the primary risk factor. One of the possible ways to conceptualize the TSS is to see it as measuring behavioral manifestations of sexual self-esteem and cognitive representations of the sexual-self. The antecedents and consequences of traumatic sexuality, beyond past CSA, ought to be a fertile field for future research. Future investigation may illuminate the contextual circumstances surrounding giving in to USA.

A strength of this study was the ability to gather narratives about USA in order to correctly categorize them. Through this process, we discerned that these narratives were invaluable as many participants struggled with categorizing their experiences, due to the complicated nature of such experiences or the possible overlap in our categories. Future research should include narrative accounts as well as very clear delineations between types of USA.

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Appendix A

Demographic Break down in Age, Race/Ethnicity, and Current Relationship Status of Time 1 Sample

Demographic	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Age, in years:				
18	91	50.56	91	50.56
19	64	35.56	155	86.11
20	14	7.78	169	93.89
21	6	3.33	175	97.22
22	3	1.67	178	98.89
23	2	1.11	180	100.00
Race / Ethnicity:				
African American/Black	4	2.22	4	2.22
Asian American/Pacific Islander	5	2.78	9	5.00
European American/White	162	90.00	171	95.00
Hispanic American/Latina/Latino	2	1.11	173	96.11
Native American/American Indian	0	0.00	173	96.11
Biracial/Multiracial	5	2.78	178	98.89
Other	2	1.11	180	100.00
Current Relationship Status:				
Never dated anyone	3	1.67	3	1.67
Not dating anyone now	64	35.56	67	37.22
Dating one person casually	22	12.22	89	49.44
Dating multiple people casually	2	1.11	91	50.56
Dating one person exclusively	86	47.78	177	98.33
Engages	2	1.11	179	99.44
Other	1	.56	180	100.00

Appendix B

DG TIME 1

DO NOT PUT YOUR NAME OR KU ID ANYWHERE ON THIS

QUESTIONNAIRE

To allow us to match your Time 1 and Time 2 questionnaires without your name, please answer the following questions:

What was your high school mascot? _____

What are the first three letters of your mother's FIRST name? ____ ____ ____

What was the name of your first pet? If you have never had a pet, write none.

What is your age? _____

What is your sex? ____Female ____Male

Are you currently enrolled in a general psychology class (PSYC 104 or 105)? ____ Yes ____ No

What is your race/ethnicity: (*check one*)

____ African American/Black

____ Asian American/Pacific Islander

____ European American/White

____ Hispanic American/Latina/Latino

____ Native American/American Indian

____ Biracial/Multiracial

____ International Student

____ Other: _____

What is your sexual orientation? (*check one*)

____ Straight (heterosexual)

____ Gay (homosexual)

____ Bisexual

____ Unsure

____ Other: _____

What best describes your general sexual behavior? (*check one*)

____ Only with males

- ☐ Mostly with males
- ☐ Equally with males and females
- ☐ Mostly with females
- ☐ Only with females
- ☐ Not applicable (N/A); no sexual behavior
- ☐ Other: _____

What best describes your current relationship(s)? (*check one*)

- ☐ never dated anyone
- ☐ not dating anyone now
- ☐ dating one person casually (i.e., with no agreement to be exclusive)
- ☐ dating more than one person casually (i.e., with no agreement to be exclusive)
- ☐ dating one person exclusively
- ☐ engages
- ☐ other: _____

Indicate how much you disagree or agree with each of these statements, using the following scale. Circle your answers.

	Strongly disagree	Disagree	Agree	Strongly agree
On the whole, I am satisfied with myself.	SD	D	A	SA
At times, I think I am no good at all.	SD	D	A	SA
I feel that I have a number of good qualities.	SD	D	A	SA
I am able to do things as well as most other people.	SD	D	A	SA
I feel I do not have much to be proud of.	SD	D	A	SA
I certainly feel useless at times.	SD	D	A	SA
I feel that I'm a person of worth, at least on an equal plane with others.	SD	D	A	SA
I wish I could have more respect for myself.	SD	D	A	SA
All in all, I am inclined to feel that I am a failure.	SD	D	A	SA
I take a positive attitude toward myself.	SD	D	A	SA
I find I spend too much time thinking about sex.	SD	D	A	SA
I often find myself in awkward sexual situations.	SD	D	A	SA
I really like my body.	SD	D	A	SA
If I'm sexually interested in someone, I usually take the initiative and do something about it.	SD	D	A	SA
After sexual experiences, I often feel dissatisfied.	SD	D	A	SA
Someone my age should be having more sex than I am.	SD	D	A	SA
It bothers me that I'm not better looking.	SD	D	A	SA
If a partner were to ignore my sexual needs and desires, I'd feel hurt.	SD	D	A	SA
I would not hesitate to ask for what I want sexually from a romantic partner.	SD	D	A	SA
I worry that I am not sexually desirable to others.	SD	D	A	SA
It would bother me if a sexual partner neglected my sexual needs and desires.	SD	D	A	SA

I am able to ask a partner to provide the sexual stimulation I need.	SD	D	A	SA
Physically, I am an attractive person.	SD	D	A	SA
I would expect a sexual partner to be responsive to my sexual needs and feelings.	SD	D	A	SA
If I were to have sex with someone, I'd show my partner what I want.	SD	D	A	SA

continued on the next page→

Indicate how much you disagree or agree with each of these statements. Circle your answers.

	Strongly disagree	Disagree	Agree	Strongly agree
I am confident that a romantic partner would find me sexually attractive.	SD	D	A	SA
I think it is important for a sexual partner to consider my sexual pleasure.	SD	D	A	SA
I am confident that others will find me sexually desirable.	SD	D	A	SA
My sexuality is something that I am largely responsible for.	SD	D	A	SA
I'm very assertive about the sexual aspects of my life.	SD	D	A	SA
The sexual aspects of my life are determined in large part by my own behavior.	SD	D	A	SA
I'm not very direct about voicing my sexual preferences	SD	D	A	SA
I am in control of the sexual aspects of my life.	SD	D	A	SA
I am somewhat passive about expressing my sexual desires.	SD	D	A	SA
I would rate myself pretty favorably as a sexual partner.	SD	D	A	SA
The main thing which affects the sexual aspects of my life is what I myself do.	SD	D	A	SA
I do not hesitate to ask for what I want in a sexual relationship.	SD	D	A	SA
My sexuality is something that I myself am in charge of.	SD	D	A	SA
When it comes to sex, I usually ask for what I want	SD	D	A	SA

Indicate how often each item is true for you. Circle your answers.

	Never	Rarely	Sometimes	Frequently	Almost Always
My relationships with men are based on sex.	1	2	3	4	5
I use sex to avoid loneliness.	1	2	3	4	5
I avoid rejection by having sex.	1	2	3	4	5
Men base their relationships with me on sex.	1	2	3	4	5
I have sex with men I do not know very well.	1	2	3	4	5
I need sex to feel good about myself.	1	2	3	4	5

I have sex on a first date.	1	2	3	4	5
People are interested in me because I act seductively.	1	2	3	4	5
Men want to be with me because I am seductive.	1	2	3	4	5
My sexuality is what attracts people to me.	1	2	3	4	5

In your lifetime, how many guys have you <i>willingly</i> ...	0 guys	1 guy	2-5 guys	6-10 guys	11-20 guys	more than 20 guys
...made out with (i.e., open mouth kissing, non-genital fondling)?						
...let touch your genitals?						
...touched their genitals?						
...let perform oral sex on you?						
...performed oral sex on?						
...had penile-vaginal intercourse with (i.e., sexual intercourse)?						
...had anal sex with?						

Definitions Used in This Questionnaire

SEXUAL ACTIVITY can include kissing, fondling, genital touching, oral sex, sexual intercourse, anal sex, or anything else that you consider a sexual activity.

A **DATE** is spending time with a guy you consider to be "more than a friend" (i.e., someone who is, or who you think may become, a romantic/sexual partner). A date does not need to be formal; it can include informal activities like hanging out.

Sexual Experience When You Were 13 or Younger

When you were 13 or younger, ...

were you forced to engage in any sexual activity against your will?

____ No ____ Yes

were you pressured or pressured to engage in any sexual activity against your will?

____ No ____ Yes

did you engage in any sexual activity with someone 5 or more years older than you?

____ No ____ Yes

did you have any other sexual experience that you felt bad about (briefly explain below)?

____ No ____ Yes

Lifetime Sexual Experience

In your lifetime, with how many guys have you WILLINGLY engages in these sexual activities?

(Check one for each row.)

Dating and Sexual Behavior in the Last Three Months

In the past three months, how often have you been on a date? (*check one*)

0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

In the past three months, how often have you been drunk or high while on a date? (*check one*)

I have been drunk or high ...							
I've never been on a date	on none of my dates	on very few of my dates	on less than half of my dates	on about half of my dates	on more than half of my dates	on almost all of my dates	on all of my dates
N/A	0%	1-10%	10-40%	40-60%	60-90%	90-99%	100%

Questions about Unwanted Sexual Activity

The rest of this questionnaire is about unwanted sexual activity. Questions ask about three categories of unwanted sexual activity:

INVOLUNTARY UNWANTED SEXUAL ACTIVITY:

When someone has no choice about engaging in unwanted sexual activity.

For example, a woman might have no choice about engaging in unwanted sexual activity with a man because he forces her, or

he threatens to hurt her if she doesn't go along with it, or
he starts doing sexual things to her when she is too intoxicated to consent or resist, or
he just does something sexual to her without her consent (e.g., he just starts fondling her).

PRESSURED UNWANTED SEXUAL ACTIVITY:

When someone gives in and agrees to engage in unwanted sexual activity because someone else pressures them.

For example, a woman might give in and agree to engage in unwanted sexual activity with a man because

he keeps asking her, or
he makes her feel guilty for saying no, or
he tells her that if she really loved him, she would, or
he accuses her of "leading him on," or
he acts angry or pouts until she gives in, or
he says that he'll break up with her or start seeing other women if she doesn't give in.

VOLUNTARY UNWANTED SEXUAL ACTIVITY

When someone voluntarily engages in unwanted sexual activity because they think that they should, even though no one pressures them.

For example, a woman might think that she should engage in sexual activity with a man, even though she doesn't want to, because

she wants to show him that she loves him, or
she doesn't want to look like a prude, or
she thinks it's what a good girlfriend would do, or
she feels obligated because he has done things for her, or
she thinks that he will like her more if she does, or
she fears that he will lose interest in her if she doesn't, even though he has never said this.

For the questions on pages 6-14, we are asking about unwanted sexual activity that you might have experienced.

The term "sexual activity" can include kissing, fondling, genital touching, oral sex, intercourse, or anal sex, or any other activity that you considered to be sexual.

We are asking only about sexual activity with guys.

We are asking only about sexual activity that occurred when you were 14 years old or older.

Questions about Your Experience with **INVOLUNTARY UNWANTED SEXUAL ACTIVITY**

How often have you experienced **INVOLUNTARY UNWANTED SEXUAL ACTIVITY** with a guy?

That is, how often have you experienced

- sexual activity with a guy (e.g., kissing, fondling, genital touching, oral sex, sexual intercourse, anal sex, etc.)

- that you did not want, and
- that you had no choice about engaging in?

For example, this could include unwanted sexual activity . . .

that a guy forced you to do, or
that occurred because a guy threatened to hurt you if you didn't
go along with it, or
that a guy started doing when you were too intoxicated to
consent or resist, or
that a guy just did without your consent.

Include only experiences that occurred when you were 14 or older.

If you cannot recall exactly how often this happened, make your best estimate.

How often have you experienced INVOLUNTARY UNWANTED SEXUAL ACTIVITY with a guy?	0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

How old were you when this happened? (Write as many ages as apply)

Check which one best describes your experience with **INVOLUNTARY UNWANTED SEXUAL ACTIVITY**:

_____ If **you have had this experience**, please describe the most recent experience.

_____ If you have not had this experience, but have **experienced something similar**, please describe the most recent experience.

_____ If you have **not had this experience**, please make up a situation using characters named "Michael" and "Jennifer."

The purpose is to protect everyone's privacy by assuring that everyone is writing, regardless of their experience.

Please include:

- your relationship with the guy,
- what led up to the situation,
- what the guy said and did,
- what you said and did, and

- [illegible]

Questions about Your Experience with VOLUNTARY UNWANTED SEXUAL ACTIVITY

That is, how often have you experienced

- that you did not want, but
- that you voluntarily decided to do because you thought that you should?

you wanted to show him that you loved him, or
you didn't want to look like a prude, or
you thought it was what a good girlfriend would do, or
you felt obligated because he had done things for you, or
you thought that he would like you more if you did, or
you feared that he would lose interest in you if you didn't, even

Include only experiences that occurred when you were 14 or older.
If you cannot recall exactly how often this happened, make your best estimate.

How often have you experienced <u>VOLUNTARY</u> UNWANTED SEXUAL ACTIVITY with a guy?	0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

Check which one best describes your experience with voluntary unwanted sexual activity:

_____ If **you have had this experience**, please describe the most recent experience.

_____ If you have not had this experience, but have **experienced something similar**, please describe the most recent experience.

_____ If you have **not had this experience**, please make up a situation using characters named "Michael" and "Jennifer."

The purpose is to protect everyone's privacy by assuring that everyone is writing, regardless of their experience.

Please include:

- your relationship with the guy,
- what led up to the situation,
- what the guy said and did,
- what you said and did, and
- what happened in the situation.

Did this situation really happen to you? _____ Yes _____ No
Questions about Your Experience with PRESSURED UNWANTED SEXUAL ACTIVITY

How often have you experienced PRESSURED UNWANTED SEXUAL ACTIVITY with a guy?

That is, how often have you

- given in and agreed to engage in
- unwanted sexual activity with a guy (e.g., kissing, fondling, genital touching, oral sex, intercourse, anal sex, etc.)
- because he pressured you to do it?

For example, this could include situations in which you gave in and agreed because . . .

he kept asking you, or
he made you feel guilty for saying no, or
he told you that if you really loved him, you would, or
he accused you of "leading him on," or
he acted angry or pouted until you gave in, or
he said that he'd break up with you or start seeing other women

if you didn't give in.

Include only experiences that occurred when you were 14 or older.

If you cannot recall exactly how often this happened, make your best estimate.

How often have you experienced <u>PRESSURED</u> UNWANTED SEXUAL	0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times
--	------------	-----------	--------------	---------------	----------------	-----------------------

ACTIVITY with a guy?						
----------------------	--	--	--	--	--	--

How old were you when this happened? (Write as many ages as apply)

QUESTIONS ABOUT ONE OF YOUR EXPERIENCES WITH PRESSURED UNWANTED SEXUAL ACTIVITY

Check which one of these applies to your experience with PRESSURED UNWANTED SEXUAL ACTIVITY:

_____ I have had this experience one time. → Please answer the questions on pp. 9-14 thinking about that experience.

_____ I have had this experience more than once. → Please answer the questions on pp. 9-14 thinking about the experience that stands out most in your mind.

_____ I have never had this experience, but I have had a similar experience. → Please answer the questions on pp. 9-14 thinking about your similar experience.

_____ I have never had this experience or anything similar to it. → Please make up a situation involving characters named "Michael" and "Jennifer." Answer the questions on pp. 9-13 from your made up situation. The purpose is to protect everyone's privacy by assuring that everyone is writing, regardless of their experience.

1. How long ago did this situation occur? _____

2. How old were you at the time? _____ How old was the guy at the time? _____

Questions about Your Experience with PRESSURED UNWANTED SEXUAL ACTIVITY (continued)

3. In your own words, describe the experience. Include

- your relationship with the guy,
- what led up to the situation,
- what the guy said and did,
- what you said and did, and
- what happened in the situation.

4. What was your relationship with the guy?

- ☐ your boyfriend
- ☐ someone you had dated more than once
- ☐ someone you were dating for the first time
- ☐ a friend
- ☐ an acquaintance
- ☐ someone you had just met
- ☐ other (briefly explain)

5. How long had you known him? -

6. What did the guy say or do to pressure you to have unwanted sexual activity?

7. Why did you decide to go along with the unwanted sexual activity?

8. What do you think would have happened if you had *not* gone along with the unwanted sexual activity?

9. How (if at all) did you communicate to the guy that you did not want to do the unwanted sexual activity?

10. How (if at all) did you communicate to the guy that you were willing to go along with the unwanted sexual activity?

11. Had you been using any alcohol or drugs at the time? ____yes ____no

12. How intoxicated did you feel at the time?

- ____ Not at all intoxicated
____ Slightly intoxicated
____ Intoxicated / drunk / high
____ Very intoxicated / very drunk / very high
____ Blacked out (there were blocks of time that you could not recall)
____ Passed out / lost consciousness
____ Other (explain) -

13. To your knowledge, had the guy been using any alcohol or drugs at the time? ____yes
____no

14. How intoxicated do you think he was at the time?

- ____ Not at all intoxicated
____ Slightly intoxicated
____ Intoxicated / drunk / high
____ Very intoxicated / very drunk / very high
____ Blacked out (there were blocks of time that he could not recall)
____ Passed out / lost consciousness shortly after the incident
____ Other (explain) -

____ Don't know / I have no idea

15. How much do you think that your level of intoxication influenced the incident?

Not at all 0	1	2	3	4	5	Completely 6

16. How much do you think that the guy's level of intoxication influenced the incident?

Not at all 0	1	2	3	4	5	Completely 6

17. What unwanted sexual activities were you pressured into?

- ____ Kissing
____ Fondling, making out, or other non-genital stimulation

- ☐ You touched/stimulated his genitals
 - ☐ He touched/stimulated your genitals
 - ☐ You performed oral sex on him
 - ☐ He performed oral sex on you
 - ☐ Penile-vaginal intercourse (sexual intercourse)
 - ☐ Anal sex
 - ☐ Some other sexual activity (explain briefly)_____
-

REASONS for AGREEING to the Unwanted Sexual Activity

Rate how important each of these reasons was for why you decided to give in and go along with unwanted sexual activity in this situation. Circle your answers.

You gave in and agreed to go along with the unwanted sexual activity ...	How important?			
	Not at all	Slightly	Somewhat	Very
...because it's an expected part of being in a relationship	0	1	2	3
...because you wanted to please him	0	1	2	3
...because you wanted to get more sexual experience	0	1	2	3
...to get him to stop pressuring you	0	1	2	3
...to strengthen your relationship with him	0	1	2	3
...you felt obligated because you were in a relationship	0	1	2	3
...because you felt obligated because of something he did for you	0	1	2	3
...to avoid relationship tension	0	1	2	3
...to avoid seeming selfish	0	1	2	3
...to get it over with	0	1	2	3
...because he pressured you verbally	0	1	2	3
...because he pressured you in some other way	0	1	2	3
...because it didn't occur to you to say no	0	1	2	3
...because you were too intoxicated to think clearly	0	1	2	3
...so that he would not feel disappointed	0	1	2	3
...to be fair to him because, in the past, he had engaged in sexual activity with you when you wanted to and he didn't	0	1	2	3
...to feel sexually experienced or adventurous	0	1	2	3
...because you wanted to feel emotionally close to him	0	1	2	3
...you felt you owed it to him (e.g., he usually pays when you go out, so you felt you should "pay him back")	0	1	2	3
...you had avoided his sexual advances a lot of times, so you felt you should give in this time	0	1	2	3
...he had compromised on other things in the past for you, so you felt you should compromise on this	0	1	2	3
...so that he would not feel like you thought he was unattractive or undesirable	0	1	2	3
...to show him you cared about him	0	1	2	3
...to get him to do something you wanted in return	0	1	2	3
...circle one, three and four	0	1	2	3
...you wanted him to think you were a good sex partner	0	1	2	3
...because giving in was easier than refusing	0	1	2	3
...because you were afraid that, if you refused, he might feel hurt	0	1	2	3
...because you were afraid that, if you refused, he might sulk or pout	0	1	2	3

...because you were afraid that, if you refused, he might get angry	0	1	2	3
...because you were afraid that, if you refused, he might break up with you	0	1	2	3
...because you were afraid that, if you refused, he might have sex with someone else	0	1	2	3
...because you wanted the cuddling and touching associated with the sexual activity	0	1	2	3
...because you were experiencing sexual desire at that moment	0	1	2	3

REASONS the Sexual Activity Was UNWANTED

Rate how important each of these reasons was for why you had not wanted to engage in the sexual activity.

In this situation, you had not wanted to engage in the sexual activity because...	How important?				
	Not at all	Slightly	Somewhat	Very	Ex
...you were tired	0	1	2	3	
...it was against your religion	0	1	2	3	
...it was against your morals or values	0	1	2	3	
...it was against your parents' morals or values	0	1	2	3	
...you feared sexually transmitted diseases (STDs)	0	1	2	3	
...you feared pregnancy	0	1	2	3	
...that particular sexual activity didn't appeal to you	0	1	2	3	
...something about the situation just didn't appeal to you	0	1	2	3	
...you felt guilty about it	0	1	2	3	
...you were concerned that you were just being used	0	1	2	3	
...you weren't really attracted to him	0	1	2	3	
...you feared it would damage your reputation	0	1	2	3	
...it was not a committed relationship	0	1	2	3	
...you felt nervous about your ability to perform	0	1	2	3	
...you weren't in the mood	0	1	2	3	
...you felt uncomfortable or embarrassed about your body	0	1	2	3	
...you were afraid of getting a reputation of being "easy"	0	1	2	3	
...draw an X over the numbers one and two	0	1	2	3	
...there was something else you wanted to do	0	1	2	3	
...it wasn't a priority	0	1	2	3	
...you had a negative body image	0	1	2	3	
...you just weren't interested	0	1	2	3	
...it made you feel cheap	0	1	2	3	
...you had been drinking alcohol	0	1	2	3	
...you were drunk	0	1	2	3	
...he had been drinking alcohol	0	1	2	3	
...he was drunk	0	1	2	3	
...you had NOT been drinking alcohol	0	1	2	3	
...you were anxious about sex	0	1	2	3	
...you were committed to someone else	0	1	2	3	
...you feared you'd seem "easy" or "loose"	0	1	2	3	
...you were menstruating	0	1	2	3	
...you knew you'd regret it	0	1	2	3	
...you were angry with him	0	1	2	3	

DG TIME 2

DO NOT PUT YOUR NAME OR KU ID ANYWHERE ON THIS QUESTIONNAIRE

To allow us to match your Time 1 and Time 2 questionnaires without your name, please answer the following questions

What was your high school mascot? _____

What are the first three letters of your mother's FIRST name? ____ ____ ____

What was the name of your first pet? If you have never had a pet, write none. _____

What is your age? _____

What is your sex? ____Female ____Male

Are you currently enrolled in a general psychology class (PSYC 104 or 105)? ____ Yes ____ No

What is your race/ethnicity: (*check one*)

- ____ African American/Black
- ____ Asian American/Pacific Islander
- ____ European American/White
- ____ Hispanic American/Latina/Latino
- ____ Native American/American Indian
- ____ Biracial/Multiracial
- ____ International Student
- ____ Other: _____

What is your sexual orientation? (*check one*)

- ____ Straight (heterosexual)
- ____ Gay (homosexual)
- ____ Bisexual
- ____ Unsure
- ____ Other: _____

What best describes your general sexual behavior? (*check one*)

- ____ Only with males
- ____ Mostly with males
- ____ Equally with males and females
- ____ Mostly with females
- ____ Only with females
- ____ Not applicable (N/A); no sexual behavior
- ____ Other: _____

What best describes your current relationship(s)? (*check one*)

- ____ never dated anyone
- ____ not dating anyone now
- ____ dating one person casually (i.e., with no agreement to be exclusive)
- ____ dating more than one person casually (i.e., with no agreement to be exclusive)
- ____ dating one person exclusively
- ____ engaged
- ____ other: _____

Indicate how much you disagree or agree with each of these statements, using the following scale. Circle your answers.

	Strongly disagree	Disagree	Agree	Strongly agree
On the whole, I am satisfied with myself.	SD	D	A	SA
At times, I think I am no good at all.	SD	D	A	SA
I feel that I have a number of good qualities.	SD	D	A	SA
I am able to do things as well as most other people.	SD	D	A	SA
I feel I do not have much to be proud of.	SD	D	A	SA
I certainly feel useless at times.	SD	D	A	SA
I feel that I'm a person of worth, at least on an equal plane with others.	SD	D	A	SA
I wish I could have more respect for myself.	SD	D	A	SA
All in all, I am inclined to feel that I am a failure.	SD	D	A	SA
I take a positive attitude toward myself.	SD	D	A	SA
I find I spend too much time thinking about sex.	SD	D	A	SA
I often find myself in awkward sexual situations.	SD	D	A	SA
I really like my body.	SD	D	A	SA
If I'm sexually interested in someone, I usually take the initiative and do something about it.	SD	D	A	SA
After sexual experiences, I often feel dissatisfied.	SD	D	A	SA
Someone my age should be having more sex than I am.	SD	D	A	SA
It bothers me that I'm not better looking.	SD	D	A	SA
If a partner were to ignore my sexual needs and desires, I'd feel hurt.	SD	D	A	SA
I would not hesitate to ask for what I want sexually from a romantic partner.	SD	D	A	SA
I worry that I am not sexually desirable to others.	SD	D	A	SA

It would bother me if a sexual partner neglected my sexual needs and desires.	SD	D	A	SA
I am able to ask a partner to provide the sexual stimulation I need.	SD	D	A	SA
Physically, I am an attractive person.	SD	D	A	SA
I would expect a sexual partner to be responsive to my sexual needs and feelings.	SD	D	A	SA
If I were to have sex with someone, I'd show my partner what I want.	SD	D	A	SA

continued on the next page → Indicate how much you disagree or agree with each of these statements. Circle your answers.

	Strongly disagree	Disagree	Agree	Strongly agree
I am confident that a romantic partner would find me sexually attractive.	SD	D	A	SA
I think it is important for a sexual partner to consider my sexual pleasure.	SD	D	A	SA
I am confident that others will find me sexually desirable.	SD	D	A	SA
My sexuality is something that I am largely responsible for.	SD	D	A	SA
I'm very assertive about the sexual aspects of my life.	SD	D	A	SA
The sexual aspects of my life are determined in large part by my own behavior.	SD	D	A	SA
I'm not very direct about voicing my sexual preferences	SD	D	A	SA
I am in control of the sexual aspects of my life.	SD	D	A	SA
I am somewhat passive about expressing my sexual desires.	SD	D	A	SA
I would rate myself pretty favorably as a sexual partner.	SD	D	A	SA
The main thing which affects the sexual aspects of my life is what I myself do.	SD	D	A	SA
I do not hesitate to ask for what I want in a sexual relationship.	SD	D	A	SA
My sexuality is something that I myself am in charge of.	SD	D	A	SA
When it comes to sex, I usually ask for what I want	SD	D	A	SA

Indicate how often each item is true for you. Circle your answers.

	Never	Rarely	Sometimes	Frequently	Almost Always
My relationships with men are based on sex.	1	2	3	4	5
I use sex to avoid loneliness.	1	2	3	4	5
I avoid rejection by having sex.	1	2	3	4	5
Men base their relationships with me on sex.	1	2	3	4	5
I have sex with men I do not know very well.	1	2	3	4	5
I need sex to feel good about myself.	1	2	3	4	5
I have sex on a first date.	1	2	3	4	5
People are interested in me because I act seductively.	1	2	3	4	5
Men want to be with me because I am seductive.	1	2	3	4	5
My sexuality is what attracts people to me.	1	2	3	4	5

Definitions Used in This Questionnaire

SEXUAL ACTIVITY can include kissing, fondling, genital touching, oral sex, sexual intercourse, anal sex, or anything else that you consider a sexual activity.

A **DATE** is spending time with a guy you consider to be "more than a friend" (i.e., someone who is, or who you think may become, a romantic/sexual partner). A date does not need to be formal; it can include informal activities like hanging out.

Dating and Sexual Behavior During the Semester

Since the last time you took this survey, how often have you been on a date? (*check one*)

0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

Since the last time you took this survey, how often have you been drunk or high while on a date? (<i>check one</i>) I have been drunk or high ...							
I've never been on a date	on none of my dates	on very few of my dates	on less than half of my dates	on about half of my dates	on more than half of my dates	on almost all of my dates	on all of my dates
N/A	0%	1-10%	10-40%	40-60%	60-90%	90-99%	100%

Since the last time you took this survey, how many guys have you WILLINGLY engages in the following sexual activities? (*check one for each row*)

Since the last time you took this survey, how many guys have you willingly...	0 guys	1 guy	2-5 guys	6-10 guys	11-20 guys	more than 20 guys
made out with (i.e., open mouth kissing, non-genital fondling)?						
let touch your genitals?						
touched their genitals?						
let perform oral sex on you?						
performed oral sex on?						
had penile-vaginal intercourse with (i.e., sexual intercourse)?						
had anal sex with?						

Questions about Unwanted Sexual Activity During the Semester

The rest of this questionnaire is about unwanted sexual activity. Questions ask about three categories of unwanted sexual activity:

INVOLUNTARY UNWANTED SEXUAL ACTIVITY:

When someone has no choice about engaging in unwanted sexual activity.

For example, a woman might have no choice about engaging in unwanted sexual activity with a man because

- he forces her, or
- he threatens to hurt her if she doesn't go along with it, or
- he starts doing sexual things to her when she is too intoxicated to consent or resist, or
- he just starts doing something sexual to her without her consent (e.g., he just starts fondling her).

PRESSURED UNWANTED SEXUAL ACTIVITY:

When someone gives in and agrees to engage in unwanted sexual activity because someone else pressures them.

For example, a woman might give in and agree to engage in unwanted sexual activity with a man because

- he keeps asking her, or
- he makes her feel guilty for saying no, or
- he tells her that if she really loved him, she would, or
- he accuses her of "leading him on," or
- he acts angry or pouts until she gives in, or
- he says that he'll break up with her or start seeing other women if she doesn't give in.

VOLUNTARY UNWANTED SEXUAL ACTIVITY

When someone voluntarily engages in unwanted sexual activity because they think that they should, even though no one pressures them.

For example, a woman might think that she should engage in sexual activity with a man, even though she doesn't want to, because

she wants to show him that she loves him, or
 she doesn't want to look like a prude, or
 she thinks it's what a good girlfriend would do, or
 she feels obligated because he has done things for her, or
 she thinks that he will like her more if she does, or
 she fears that he will lose interest in her if she doesn't, even though he has never said this.

For the questions on pages 7-15, we are asking about unwanted sexual activity that you might have experienced **since the last time you took this survey**.

The term "sexual activity" can include kissing, fondling, genital touching, oral sex, intercourse, or anal sex, or any other activity that you considered to be sexual.

We are asking only about sexual activity with guys.

We are asking only about sexual activity that occurred when you were 14 years old or older.

Questions about Your Experience with **INVOLUNTARY UNWANTED SEXUAL ACTIVITY Since The Last Time You Took This Survey**

Since the last time you took this survey, how often have you experienced **INVOLUNTARY UNWANTED SEXUAL ACTIVITY** with a guy?

That is, how often have you experienced

- sexual activity with a guy (e.g., kissing, fondling, genital touching, oral sex, sexual intercourse, anal sex, etc.)
- that you did not want, and
- that you had no choice about engaging in?

For example, this could include unwanted sexual activity . . .

that a guy forced you to do, or
 that occurred because a guy threatened to hurt you if you didn't go along with it, or
 that a guy started doing when you were too intoxicated to consent or resist, or
 that a guy just started doing without your consent.

Include only experiences that occurred **since the last time you took this survey**.

If you cannot recall exactly how often this happened, make your best estimate.

Since the last time you took this survey, how often have you experienced INVOLUNTARY UNWANTED SEXUAL ACTIVITY with a guy?	0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

Check which one best describes your experience with **involuntary** unwanted sexual activity:

____ If **you have had this experience** since the last time you took this survey, please describe the most recent experience.

____ If you have not had this experience since the last time you took this survey, but have **experienced something similar**, please describe the most recent experience.

____ If you have **not had this experience** since the last time you took this survey, please make up a situation using _____ characters named "Michael" and "Jennifer." The purpose is to protect everyone's privacy by assuring that _____ everyone is writing, regardless of their experience.

Please include:

- your relationship with the guy,
- what led up to the situation,
- what the guy said and did,
- what you said and did, and
- what happened in the situation.

Did this situation really happen to you? ____ Yes ____ No

Questions about Your Experience with **VOLUNTARY** UNWANTED SEXUAL ACTIVITY **Since the Last Time You Took This Survey**

Since the last time you took this survey, how often have you experienced **VOLUNTARY** UNWANTED SEXUAL ACTIVITY with a guy?

That is, how often have you experienced

- **sexual activity** with a guy (e.g., kissing, fondling, genital touching, oral sex, sexual intercourse, anal sex, etc.)
- that you **did not want**, but
- that you **voluntarily** decided to do **because you thought that you should?**

For example, this could include unwanted sexual activity that you thought you should do because . . .

you wanted to show him that you loved him, or
you didn't want to look like a prude, or
you thought it was what a good girlfriend would do, or
you felt obligated because he had done things for you, or
you thought that he would like you more if you did, or
you feared that he would lose interest in you if you didn't, even
though he never said this.

Include only experiences that occurred **since the last time you took this survey**.

If you cannot recall exactly how often this happened, make your best estimate.

Since the last time you took this survey, how often have you experienced <u>VOLUNTARY</u> UNWANTED SEXUAL ACTIVITY with a guy?	0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

Check which one best describes your experience with VOLUNTARY unwanted sexual activity:

____ If **you have had this experience** since the last time you took this survey, please describe the most recent experience.

____ If you have not had this experience since the last time you took this survey, but have **experienced something similar**, please describe the most recent experience.

____ If you have **not had this experience** since the last time you took this survey, please make up a situation using characters named "Michael" and "Jennifer." The purpose is to protect everyone's privacy by assuring that everyone is writing, regardless of their experience.

Please include:

- your relationship with the guy,
- what led up to the situation,
- what the guy said and did,
- what you said and did, and
- what happened in the situation.

Did this situation really happen to you? ____ Yes ____ No

Questions about Your Experience with **PRESSURED** UNWANTED SEXUAL ACTIVITY **Since the Last Time You Took This Survey**

Since the last time you took this survey, how often have you experienced PRESSURED UNWANTED SEXUAL ACTIVITY with a guy?

That is, how often have you

- given in and agreed to engage in
- unwanted sexual activity with a guy (e.g., kissing, fondling, genital touching, oral sex, intercourse, anal sex, etc.)
- because he pressured you to do it?

For example, this could include situations in which you gave in and agreed because . . .

he kept asking you, or
 he made you feel guilty for saying no, or
 he told you that if you really loved him, you would, or
 he accused you of "leading him on," or
 he acted angry or pouted until you gave in, or
 he said that he'd break up with you or start seeing other women
 if you didn't give in.

Include only experiences that occurred **since the last time you took this survey**.

.

If you cannot recall exactly how often this happened, make your best estimate.

Since the last time you took this survey, how often have you experienced <u>PRESSURED UNWANTED SEXUAL ACTIVITY</u> with a guy?	0 times	1 time	2-5 times	6-10 times	11-20 times	more than 20 times

QUESTIONS ABOUT ONE OF YOUR EXPERIENCES WITH PRESSURED UNWANTED SEXUAL ACTIVITY

Check which one of these applies to your experience with PRESSURED UNWANTED SEXUAL ACTIVITY:

- _____ I have had this experience one time since the last time you took this survey. → Please answer the questions on pp. 9-14 thinking about that experience.
- _____ I have had this experience more than once since the last time you took this survey. → Please answer the questions on pp. 9-14 thinking about the experience that stands out most in your mind.
- _____ I have never had this experience, but I have had a similar experience since the last time you took this survey. → Please answer the questions on pp. 9-14 thinking about your similar experience.
- _____ I have never had this experience or anything similar to it since the last time you took this survey. → Please answer the questions on pp. 9-14 using a made up situation including characters named "Michael" and "Jennifer." Answer the questions as if you were "Jennifer." The purpose is to protect everyone's privacy by assuring that everyone is writing, regardless of their experience.

1. How long ago did this situation occur? _____

2. How old were you at the time? _____

How old was the guy at the time? _____

OVER→

Questions about Your Experience with PRESSURED UNWANTED SEXUAL ACTIVITY
(continued)

3. In your own words, describe the experience. Include

- your relationship with the guy,
- what led up to the situation,
- what the guy said or did,
- what you said and did, and
- what happened in the situation.

[illegible]

4. What was your relationship with the guy?

- _____ your boyfriend
- _____ someone you had dated more than once
- _____ someone you were dating for the first time
- _____ a friend
- _____ an acquaintance
- _____ someone you had just met
- _____ other (briefly explain)

5. How long had you known him? -

6. What did the guy say or do to pressure you to have unwanted sexual activity?

7. Why did you decide to go along with the unwanted sexual activity?

8. What do you think would have happened if you had *not* gone along with the unwanted sexual activity?

9. How (if at all) did you communicate to the guy that you did not want to do the unwanted sexual activity?

10. How (if at all) did you communicate to the guy that you were willing to go along with the unwanted sexual activity?

11. Had you been using any alcohol or drugs at the time? ____yes ____no

12. How intoxicated did you feel at the time?

- ____ Not at all intoxicated
- ____ Slightly intoxicated
- ____ Intoxicated / drunk / high
- ____ Very intoxicated / very drunk / very high
- ____ Blacked out (there were blocks of time that you could not recall)
- ____ Passed out / lost consciousness
- ____ Other (explain) -

13. To your knowledge, had the guy been using any alcohol or drugs at the time? ____yes
____no

14. How intoxicated do you think he was at the time?

- ____ Not at all intoxicated
- ____ Slightly intoxicated

- ☐ Intoxicated / drunk / high
☐ Very intoxicated / very drunk / very high
☐ Blacked out (there were blocks of time that he could not recall)
☐ Passed out / lost consciousness shortly after the incident
☐ Other (explain) - _____
☐ Don't know / I have no idea

15. How much do you think that your level of intoxication influenced the incident?

Not at all 0	1	2	3	4	5	Completely 6

16. How much do you think that the guy's level of intoxication influenced the incident?

Not at all 0	1	2	3	4	5	Completely 6

17. What unwanted sexual activities were you pressured into?

- ☐ Kissing
☐ Fondling, making out, or other non-genital stimulation
☐ You touched/stimulated his genitals
☐ He touched/stimulated your genitals
☐ You performed oral sex on him
☐ He performed oral sex on you
☐ Penile-vaginal intercourse (sexual intercourse)
☐ Anal sex
☐ Some other sexual activity (explain briefly)

REASONS for AGREEING to the Unwanted Sexual Activity

Rate how important (if at all) each of these reasons was for why you decided to give in and go along with unwanted sexual activity in this situation. Circle your answers.

You gave in and agreed to go along with the unwanted sexual activity ...	How important?			
	Not at all	Slightly	Somewhat	Very
...because it's an expected part of being in a relationship	0	1	2	3
...because you wanted to please him	0	1	2	3
...because you wanted to get more sexual experience	0	1	2	3
...to get him to stop pressuring you	0	1	2	3
...to strengthen your relationship with him	0	1	2	3
...you felt obligated because you were in a relationship	0	1	2	3
...because you felt obligated because of something he did for you	0	1	2	3
...to avoid relationship tension	0	1	2	3
...to avoid seeming selfish	0	1	2	3
...to get it over with	0	1	2	3
...because he pressured you verbally	0	1	2	3
...because he pressured you in some other way	0	1	2	3
...because it didn't occur to you to say no	0	1	2	3
...because you were too intoxicated to think clearly	0	1	2	3
...so that he would not feel disappointed	0	1	2	3
...to be fair to him because, in the past, he had engaged in sexual activity with you when you wanted to and he didn't	0	1	2	3
...to feel sexually experienced or adventurous	0	1	2	3
...because you wanted to feel emotionally close to him	0	1	2	3
...you felt you owed it to him (e.g., he usually pays when you go out, so you felt you should "pay him back")	0	1	2	3
...you had avoided his sexual advances a lot of times, so you felt you should give in this time	0	1	2	3
...he had compromised on other things in the past for you, so you felt you should compromise on this	0	1	2	3
...so that he would not feel like you thought he was unattractive or undesirable	0	1	2	3
...to show him you cared about him	0	1	2	3
...to get him to do something you wanted in return	0	1	2	3
...circle one, three and four	0	1	2	3
...you wanted him to think you were a good sex partner	0	1	2	3
...because giving in was easier than refusing	0	1	2	3
...because you were afraid that, if you refused, he might feel hurt	0	1	2	3
...because you were afraid that, if you refused, he might sulk or pout	0	1	2	3

...because you were afraid that, if you refused, he might get angry	0	1	2	3
...because you were afraid that, if you refused, he might break up with you	0	1	2	3
...because you were afraid that, if you refused, he might have sex with someone else	0	1	2	3
...because you wanted the cuddling and touching associated with the sexual activity	0	1	2	3
...because you were experiencing sexual desire at that moment	0	1	2	3

REASONS the Sexual Activity Was UNWANTED

Rate how important (if at all) each of these reasons was for why you had not wanted to engage in the sexual activity.

In this situation, you had not wanted to engage in the sexual activity because...	How important?				
	Not at all	Slightly	Somewhat	Very	Ex
...you were tired	0	1	2	3	
...it was against your religion	0	1	2	3	
...it was against your morals or values	0	1	2	3	
...it was against your parents' morals or values	0	1	2	3	
...you feared sexually transmitted diseases (STDs)	0	1	2	3	
...you feared pregnancy	0	1	2	3	
...that particular sexual activity didn't appeal to you	0	1	2	3	
...something about the situation just didn't appeal to you	0	1	2	3	
...you felt guilty about it	0	1	2	3	
...you were concerned that you were just being used	0	1	2	3	
...you weren't really attracted to him	0	1	2	3	
...you feared it would damage your reputation	0	1	2	3	
...it was not a committed relationship	0	1	2	3	
...you felt nervous about your ability to perform	0	1	2	3	
...you weren't in the mood	0	1	2	3	
...you felt uncomfortable or embarrassed about your body	0	1	2	3	
...you were afraid of getting a reputation of being "easy"	0	1	2	3	
...draw an X over the numbers one and two	0	1	2	3	
...there was something else you wanted to do	0	1	2	3	
...it wasn't a priority	0	1	2	3	
...you had a negative body image	0	1	2	3	
...you just weren't interested	0	1	2	3	
...it made you feel cheap	0	1	2	3	
...you had been drinking alcohol	0	1	2	3	
...you were drunk	0	1	2	3	
...he had been drinking alcohol	0	1	2	3	
...he was drunk	0	1	2	3	
...you had NOT been drinking alcohol	0	1	2	3	
...you were anxious about sex	0	1	2	3	
...you were committed to someone else	0	1	2	3	
...you feared you'd seem "easy" or "loose"	0	1	2	3	
...you were menstruating	0	1	2	3	
...you knew you'd regret it	0	1	2	3	
...you were angry with him	0	1	2	3	

Appendix D

In case you have questions or issues about these topics that you would like to discuss, we have provided contact information for the researchers and for campus and community organizations that provide counseling.

Researchers:

Danya Goodman, B.A.

Dr. Charlene Muehlenhard, Faculty Supervisor

Principal Investigator

Department of Psychology

Clinical Psychology Graduate Student

(785) 864-9860

dgoodman@ku.edu

charlene@ku.edu

Counseling services:

- KU Psychological Clinic, 340 Fraser Hall, (785) 864-4121. Small fee per session.
- Counseling and Psychological Services (CAPS), Watkins Health Center, (785) 864-2277. Small fee per session.
- Headquarters Counseling Center, available 24/7, free of charge, for any concern: (785) 841-2345.

To discuss your rights as a research participant:

Human Subjects Committee Lawrence, (785) 864-7429

David Hann, dhann@ku.edu, or Mary Denning, mdenning@ku.edu

Thank you! We look forward to seeing you again at the end of the semester for the next session!

Appendix E

Debriefing Form

There are different circumstances when someone will agree to unwanted sexual behavior. The goal of this study is to better understand the experience of agreeing to unwanted sexual activity. Previous studies have identified certain characteristics that may be associated with this experience, such as alcohol use, prior sexual history and lower self-esteem. This study focused on the relationship between giving in to verbal pressure and self-esteem.

Self-esteem can include how much you value yourself in general, and also how confident you are in certain arenas. Some researchers have suggested that using a more specific, rather than general form of self-esteem, will better predict a specific experience such as unwanted sexual activity due to pressure. We measured two types of self-esteem, general and sexual. General self-esteem is how much you value yourself generally, and sexual self-esteem is how much you value yourself as a sexual partner. We hypothesize that sexual self-esteem will relate more to experiences of sexual pressure than general self-esteem.

This is a two part study designed to explore which factor comes first: self-esteem or pressured unwanted sexual activity. That is, does low self-esteem increase a person's chances of being in a sexually coercive situation or does continually agreeing to unwanted sexual activity decrease self-esteem? It is possible that the connections between self-esteem and consenting to unwanted sexual activity go both ways.

Consenting to unwanted sexual behavior is very common. Sometimes people are glad that they went along with it, and other times they are not. In one study of 1,014 women, about one-fourth had experienced some unwanted sexual activity due to verbal pressure, and one-fifth had experienced sexual intercourse for that reason (Testa, VanZile-Tamsen, Livingston, & Koss, 2004).

Thank you for your participation in this study!

In case you have questions or issues about these topics that you would like to discuss, we have provided contact information for the researchers and for campus and community organizations that provide counseling.

The graduate student conducting this study:
Danya Goodman
Email: dgoodman@ku.edu

The faculty advisor for this study:

Charlene Muehlenhard, Ph.D.

Phone: (785) 864-9860

Email: charlene@ku.edu

Counseling services:

- KU Psychological Clinic, 340 Fraser Hall, (785) 864-4121. Small fee per session.
- Counseling and Psychological Services (CAPS), Watkins Health Center, (785) 864-2277. Small fee per session.
- Headquarters Counseling Center, available 24/7, free of charge, for any concern: (785) 841-2345.

To discuss your rights as a research participant:

Human Subjects Committee Lawrence, (785) 864-7429

David Hann, dhann@ku.edu

Appendix F

Information Sheet

INTRODUCTION: The Department of Psychology at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You are free to decide whether or not participate in this study. Even if you agree to participate, you are free to withdraw at any time without penalty. If you do withdraw from this study, it will not affect the credit you received up to that point

PURPOSE OF THE STUDY: The purpose of this study is to investigate how women's attitudes and feelings about themselves and about sex relate to their experiences with dating and sexual activity, including unwanted sexual activity.

PROCEDURES and INFORMATION TO BE COLLECTED: This study involves two sessions where you will fill out a questionnaire. The first session will be at the beginning of the semester, and the second will be towards the end. The questionnaire will ask about your sexual history of both wanted and unwanted sexual behavior. It will also include questions about how you view yourself and your sexual experiences. The questionnaire will be anonymous and will take no more than an hour of your time.

ANONYMITY: The questionnaire is completely anonymous. Nowhere on the questionnaire do we ask for your name, and we have avoided asking questions that might identify you indirectly. To link your Time 1 and Time 2 questionnaires we will use information you provide such as your high school mascot. This will enable complete anonymity.

RISKS and BENEFITS: We do not anticipate that participating in this study will cause any risks. If you are uncomfortable with any of the questions, you may skip them. You will also be given a list of counseling and support services that are available to you.

We hope that this study will help us gain a better understanding of dating and sexual behavior. Additionally, we hope that you will find this study to be an interesting opportunity to see what research in psychology is like.

PAYMENTS: Although you will not receive financial compensation for your time and effort in your participation, you will receive one credit toward your PSYC 104 research requirement for every half hour or portion thereof that you participate.

USE OF THE DATA: The data collected in this study will be used by graduate student Danya Goodman, Professor Charlene Muehlenhard, and Professor Muehlenhard's students to better understand students' sexual behavior.

QUESTIONS ABOUT PARTICIPATION: Questions about procedures can be directed to the research assistants conducting the session or to the researchers listed below.

PARTICIPANT CERTIFICATION: I have read this Information Sheet. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385 or write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7563, email dhann@ku.edu or mdenning@ku.edu.

Completion of the questionnaire indicates your willingness to participate in this project and that you are at least 18 years old.

Researcher contact information:

Danya Goodman, B.A.
Principal Investigator
Clinical Psychology Graduate Student
dgoodman@ku.edu

Dr. Charlene Muehlenhard, Faculty Supervisor
Department of Psychology
(785) 864-9860
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Appendix G
PROTOCOL FOR RUNNING DATA-COLLECTION TIME-1 SESSIONS

To Do in the Classroom:

1. Arrive at the room where the testing session will take place **5-10 minutes before the participants are due**. Post sign with study information on the door.
2. Place consent forms and empty envelopes on alternate chairs or farther apart if there is room. These will be in the box.
3. As students arrive, ask them to print their name legibly on the sign-up sheet.
4. Tell students as they arrive to sit in seats with consent forms. For the sake of privacy, ask a student to move if he or she is too close to another student. Students should not sit immediately side-by-side each other.
5. **2 min** after the session is scheduled to start or once all students who are expected have arrived, shut the door and begin introducing the study.
6. **If only one person shows up**, be aware that they *might* feel uncomfortable about it (but don't assume that they will). Let them know that they can either stay and complete the questionnaire or leave without penalty and sign up for a different session where they won't be the only one. (Remind them that they can seal the envelope and that no one will ever know their responses.) If someone decides to leave, let Danya know. She can cancel their participation so they'll be able to sign up again.

Introducing the Study:

1. Intro. of Research Assistants

Hello! My name is _____ and this is _____. We're members of the research team for this study. We'd like to thank you for being here and for participating in this study. On your desk is a consent form which explains what we'll be asking you to do. Please read it over.

2. Basics of the Study

We appreciate you being here and participating in our research. For this research project we will be giving you a questionnaire and asking you to answer some questions. We promise that all of your responses to this questionnaire will remain *completely anonymous*. We will give you more information about the study after your second visit at the end of the semester.

3. Consent Forms

Has everyone had a chance to read the consent form? (Pause and wait for people who look like they're reading to finish.) **Are there any questions about it?** (Pause.) **Okay, if you've decided to participate in this study, remain in your seat.** (People can choose to withdraw and still get credits if they want. If anyone wants to leave, ask them to wait briefly while you finish introducing the study, or, if convenient, the other RA can talk with them. Put a mark beside their name on the sign-up sheet so that we know to give them only one credit. Give them candy as they leave.)

Getting Started:

1. Anonymity

We're asking you not to put your name or KUID number anywhere on the questionnaires. We haven't asked any questions that could identify you.

Does anyone have any questions?

This study asks questions about three different types of situations where you may have engages in sexual activity even when you didn't entirely want to:

**involuntary unwanted sexual activity,
voluntary unwanted sexual activity, and
pressured unwanted sexual activity**

[Write these terms on the board. Read this slowly; don't race through it.]

One section asks about involuntary unwanted sexual activity [point to the term on the board]. Involuntary unwanted sexual activity refers to sexual activity that someone does not want but has no choice about. For example, a woman might experience involuntary sexual activity if a man forces her, or if he starts doing something sexual to her without her consent.

The next section asks about voluntary unwanted sexual activity [point to the term on the board]. Voluntary unwanted sexual activity refers to sexual activity that is unwanted but that is still voluntary—that is, someone doesn't want to engage in a sexual activity, but does in anyway, even with no pressure from the partner. This might sound like a contradiction, but it's not. For example, a woman might engage in voluntary unwanted sexual activity with her partner for the sake of the relationship or because she is afraid that refusing the sexual activity she will make her seem “uncool” or boring. ←[insert contemporary term here]

The third section asks about pressured unwanted sexual activity [point to the term on the board]. Pressured unwanted sexual activity refers to sexual activity that is unwanted but that someone gives in to because of pressure from the partner. For example, a woman might engage in pressured unwanted sexual activity if she gives in because her partner keeps asking her or because he makes her feel guilty for saying no.

We understand that the differences between these three situations can be confusing, so be sure to ask us for any clarification

Also, if you have not experienced these situations, you will be asked to make up a story using characters named “Michael” and “Jennifer.” This is to protect everyone's privacy. Be sure to indicate clearly on your form whether the situation is imaginary or real.

The pages are double-sided, so please be sure to complete each page of the questionnaire, front and back. If you have any questions during or after the study, please come up and ask us.

Please take your time filling the questionnaire out. You will have until (*whatever hour*): 50. When you have completed the questionnaire, put it in the envelope and drop it off with us. You do not have to seal the envelope, but you may do so if you wish. Please pick up a debriefing form on your way out.

2. *Turn off cell phones.*

If you have a cell phone, please make sure it is turned off.

3. *Pass Out Questionnaires*

We'll pass out the questionnaires now. (Pass out questionnaires.)

You may begin.

To Do While Students Are Completing Questionnaires:

1. Try to keep busy (e.g., read a book or do homework) during the session so that participants do not feel self-conscious. Do not stare at them or glance at their answers. Keep discussion with the other RA to a minimum, and if you need to talk to her, do so quietly.
2. Hand participants debriefing forms on their way out (with candy!).
3. If there is no clock in the room, warn the participants when there are 10 minutes left to complete the questionnaire. With **5 minutes left** (which is a 20 min till the hour, ex. at 12:40pm), tell any remaining students to finish up.
4. When the time is up, ask any remaining participants to place their questionnaires in the envelopes and turn them in to you.

To Do After All Students Have Left:

1. Put everything away, and pick up any extra forms in the room. Take down the sign on the door.
2. Leave the sign-in sheets in the box.
3. **Keep the questionnaires with you in a safe and secure place until you turn them in to**

Room 452 Fraser (in the cardboard box labeled GOODMAN- 1)

Do not take the questionnaires out of the envelopes. Remember that we have promised our participants anonymity, so do not look at the questionnaires that have just been turned in.

4. If anything unusual happened during the session that might affect the validity of the responses, email Charlene (charlene@ku.edu) and Danya (dgoodman@ku.edu).
5. Assign Credit: Log on to <http://ku.sona-systems.com> with the username= **dgoodmanr** and password= **selfesteem**. Click on **My Studies**. Click on **GOODMAN- 1**. Click on "**view/administer timeslots**" and assign credit. Participants who completed the study receive 2 credits; those who showed up but chose to withdraw before completing the study get 1 credit for every 30 minutes (or portion thereof) that they participated; those who did not show up and who did not cancel receive a "no-show: penalty assessed." If this happens, notify Danya

Appendix H

PROTOCOL FOR RUNNING DATA-COLLECTION TIME- 2 SESSIONS

To Do in the Classroom:

7. Arrive at the room where the testing session will take place **5-10 minutes before the participants are due**. Post sign with study information on the door.
8. Place consent forms and empty envelopes on alternate chairs or farther apart if there is room. These will be in the box.
9. As students arrive, ask them to print their name legibly on the sign-up sheet.
10. Tell students as they arrive to sit in seats with consent forms. For the sake of privacy, ask a student to move if he or she is too close to another student. Students should not sit immediately side-by-side each other.
11. **2 min** after the session is scheduled to start or once all students who are expected have arrived, shut the door and begin introducing the study.
12. **If only one person shows up**, be aware that they *might* feel uncomfortable about it (but don't assume that they will). Let them know that they can either stay and complete the questionnaire or leave without penalty and sign up for a different session where they won't be the only one. (Remind them that they can seal the envelope and that no one will ever know their responses.) If someone decides to leave, let Danya know. She can cancel their participation so they'll be able to sign up again.

Introducing the Study:

4. Intro. of Research Assistants

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6. Consent Forms

Has everyone had a chance to read the consent form? (Pause and wait for people who look like they're reading to finish.) **Are there any questions about it?** (Pause.) **Okay, if you've decided to participate in this study, remain in your seat.** (People can choose to withdraw and still get credits if they want. If anyone wants to leave, ask them to wait briefly while you finish introducing the study, or, if convenient, the other RA can talk with them. Put a mark beside their name on the sign-up sheet so that we know to give them only one credit. Give them candy as they leave.)

Getting Started:

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Appendix I

Frequency of CSA Responses

Question	Time 1 (N = 180)	
	Frequency	Percentage
When you were 13 or younger... were you forced to engage in any sexual activity against your will?	18	10.00
were you coerced or pressured to engage in any sexual activity against your will?	20	11.11
did you engage in any sexual activity with someone 5 or more years older than you?	8	4.44
did you have any other sexual experience that you felt bad about?	13	7.22